

PERTH AND KINROSS COUNCIL

Executive Sub-Committee of Lifelong Learning Committee – 13 November 2013

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

Report by Executive Director (Education and Children's Services)

PURPOSE OF REPORT

This report sets out the key findings following inspections of pre-school centres, schools and learning communities surrounding secondary schools undertaken by Her Majesty's Inspectorate (HMI) and, by exception, Care Inspectorate inspections on the day care of children.

1. BACKGROUND

1.1 HMI Inspections

- 1.1.1 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.
- 1.1.2 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Council pre-school centres (including partner providers), schools and learning communities by Education Scotland. This includes the findings of follow-through inspections where appropriate.
- 1.1.3 Specifically the report sets out the findings of inspections which have been published by Education Scotland since the Executive Sub-Committee of Lifelong Learning Committee on 21 August 2013.

Pre-School Centres/Schools

- 1.1.4 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? To help answer the first two questions, HMI provides a summary sentence followed by text which explains their findings. For the third question, HMI provide text and express their level of confidence in the school's ability to continue to

improve the quality of its work. Finally, they sum up the overall quality of education provided by the school.

- 1.1.5 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive. They are:
- Innovative practice
 - No further inspection activity
 - Additional support for improvement
 - Continued inspection
- 1.1.6 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.
- 1.1.7 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
- 1.1.8 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
- 1.1.9 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 most 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.

1.2 Care Inspectorate

- 1.2.1 The Care Inspectorate (also known as Social Care and Social Work Improvement Scotland - SCSWIS) is the unified independent scrutiny

improvement body for care and children's services. The Care Inspectorate inspect services against the National Care Standards and most typically will grade services against some or all, of the following quality themes:

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

Grades of 1 – 6 are awarded, 1 = unsatisfactory to 6 = excellent.

- 1.2.2 If the Care Inspectorate is concerned about any aspect of a service or think it could do more to improve they will make requirements or recommendations within the inspection report. The service must submit an appropriate action plan within the required timescale to the Care Inspectorate.
- 1.2.3 Further to an amendment to the Scheme of Delegation by Perth and Kinross Council on 1 May 2013, the Executive Sub-Committee of Lifelong Learning Committee also consider Care Inspectorate Reports on the day care of children by exception, where any grading has been awarded an evaluation of unsatisfactory, weak or excellent.
- 1.2.4 The Care Inspectorate is the national scrutiny and regulatory body who have responsibility for reviewing the quality of provision of the day care of children and young people in our partner provider centres and nursery provision associated with our schools. The reports provided by the Care Inspectorate evaluate provision against a set of care standards and their locus, unlike HMI, extends to 0-3 provision. Education Services enter into partnership with our partner providers on the basis of the 3-5 provision and therefore our key locus for scrutiny is in that area. All of our partner providers and nursery classes are subject to the same scrutiny through our School Improvement Framework as our schools.
- 1.2.5 Specifically, the report sets out the findings of Care Inspectorate inspections undertaken and published since the Executive Sub-Committee of Lifelong Learning Committee on 21 August 2013.

2 RECENTLY PUBLISHED REPORTS

2.1 HMI Inspections

- 2.1.2 Since the Executive Sub-Committee of Lifelong Learning Committee on 21 August 2013 the following reports have been published by Education Scotland¹:

- **Inspection of Blairingone Primary School.** HMI will make no further visits in connection with this inspection. 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 inspection letter in Appendix 1b. At the time of the 2012 Census (September 2012),

¹ At time of writing, 23 September 2013.

Blairingone Primary School had a pupil roll of 10 and has a staffing compliment of 1.54 FTE teachers and 0.97 FTE non-teaching staff.

- **Inspection of Oakbank Primary School.** During the inspection, HMI identified aspects of innovative practice in the nursery and will provide support to record and share this more widely with others. HMI were also satisfied with the overall quality of provision and that the school will be able to make the necessary improvements with support from Perth and Kinross Council and Education Scotland. 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 inspection letter in Appendix 2b. At the time of the 2012 Census (September 2012), Oakbank Primary School and Nursery Class had a pupil roll of 388 (primary) and 81 (nursery) and has a staffing compliment of 21.4 FTE teachers and 10.67 FTE non-teaching staff.

2.2 Care Inspectorate Inspections

- 2.2.1 Six inspections have been undertaken and published² by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 21 August 2013. Of those reports, only one requires to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent). Crossroads Nursery, a partner provider, was awarded three evaluations of good and one evaluation of weak for the Quality of Staffing. A copy of this report is included in Appendix 3.

3 EDUCATION SERVICES PROGRESS REPORTS

- 3.1 Following an inspection by Education Scotland, Perth and Kinross Council Education Services produce a progress report on the key areas for improvement identified at the time of the inspection. This is provided to the Area Lead Officer and parents.
- 3.2 Further to a request by the Executive Sub-Committee of Lifelong Learning Committee (Committee of 24 April 2013), a verbal progress report on Blairgowrie High School will be given by the Headteacher.

4 PERFORMANCE SUMMARY

Pre-School Centres/Schools

- 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

² As at 20 September 2013.

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 Lifelong Learning Committee. Follow-through inspections do not include an evaluation against quality indicators.

4.3 Table 1 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the pre-school sector. In nursery and pre-school centres, including partner providers, a total of 205 quality indicators have been evaluated since 2008/09. Of these, 81% (most) have been good or better and 92% (almost all) have been satisfactory or better. Since 2010/11 there has been an improvement in the proportion of pre-school centres being evaluated as good or better in relation to improvements in performance, children's experiences and meeting learning needs (core quality indicators). 100% of pre-school school centres inspected over the past two academic sessions have achieved evaluations of good or better in relation to these indicators.

Table 1: Pre-School Overview by Performance Indicator

Pre School	Satisfactory or Better					Good or Better				
	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	6	11	10	5	7	6	10	9	5	7
Learners' experiences	6	11	10	5	7	6	11	9	5	7
Meeting learning needs	6	11	10	5	7	5	11	8	5	7
Core Quality Indicators	18	33	30	15	21	17	32	26	15	21
The curriculum	5	11	10	5	6	5	10	7	4	5
Improvement through self-evaluation	6	10	9	4	5	3	9	5	4	4
All Quality indicators	29	54	49	24	32	25	51	38	23	30
Total Number of Quality Indicators	35	60	50	25	35					
Total Number of Inspections	7	12	10	5	7					
Total schools with positive evaluations*	6	11	10	5	7					

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

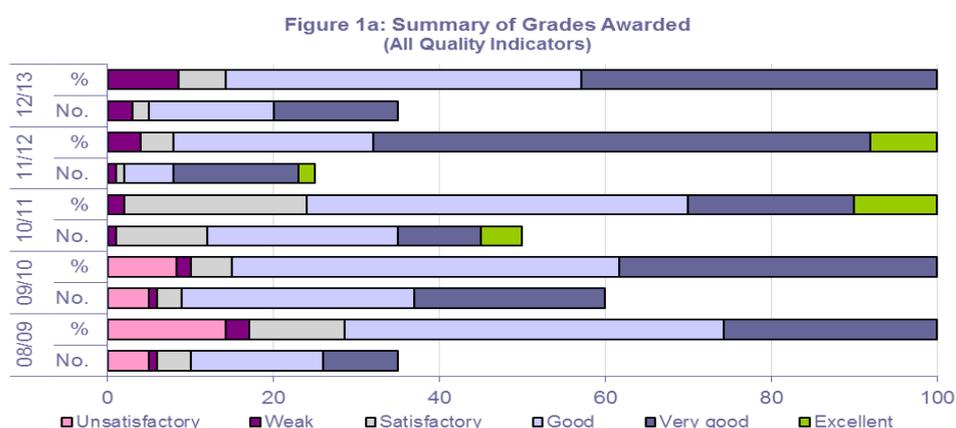
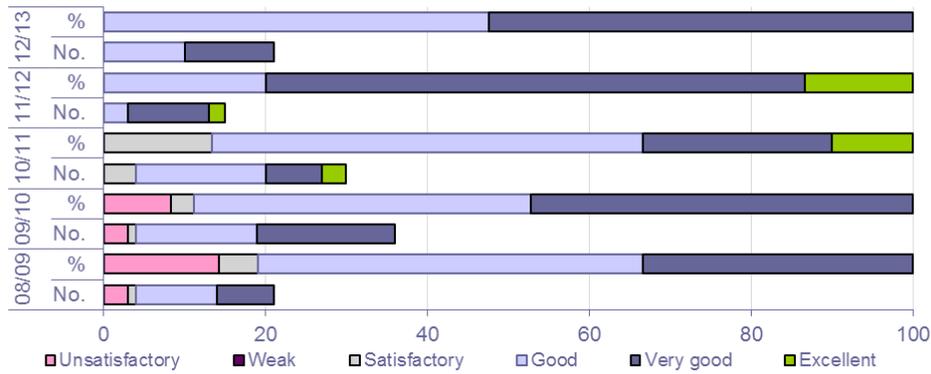


Figure 1b: Summary of Grades Awarded
(Core Quality Indicators)



4.4 Table 2 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the primary sector. During academic session 2012/13 six primary schools were inspected. Four schools were evaluated as good or better in relation to all five quality indicators.

Table 2: Primary Overview by Performance Indicator

Primary	Satisfactory or Better					Good or Better				
	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	10	8	5	6	8	9	4	5	5
Learners' experiences	11	11	8	5	6	8	10	6	5	5
Meeting learning needs	9	11	8	5	6	7	9	4	5	4
Core Quality Indicators	30	32	24	15	18	23	28	14	15	14
The curriculum	10	11	8	5	5	8	9	3	4	5
Improvement through self-evaluation	9	10	8	4	5	6	9	3	4	4
Quality indicators	49	53	40	24	28	37	46	20	23	23
All Quality Indicators	55	55	40	25	30					
All Inspections	11	11	8	5	6					
Schools with positive evaluations*	9	10	8	5	6					

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

Figure 2a: Summary of Grades Awarded
(All Quality Indicators)

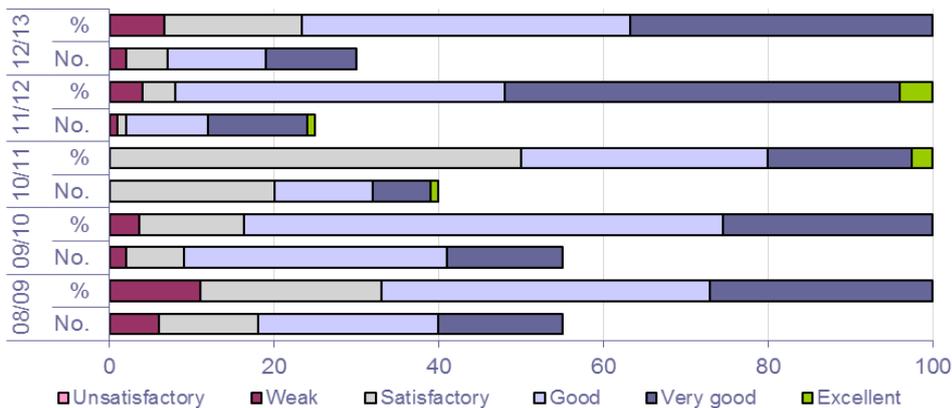
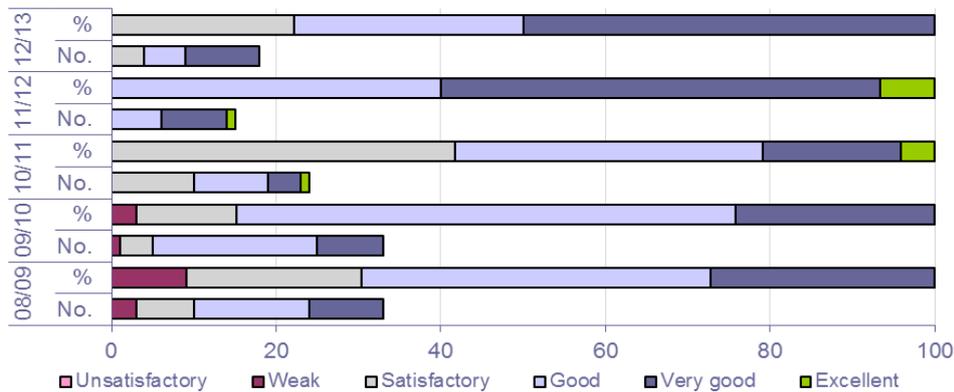


Figure 2b: Summary of Grades Awarded
(Core Quality Indicators)



4.5 Two secondary schools were inspected last session (2012/13). Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector.

Table 3: Secondary Overview by Performance Indicator

Secondary	Satisfactory or Better					Good or Better				
	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	2	1	0	2	2	2	0	0	2	1
Learners' experiences	2	1	0	2	2	2	1	0	2	1
Meeting learning needs	2	1	0	2	2	2	1	0	2	1
Core Quality Indicators	6	3	0	6	6	6	2	0	6	3
The curriculum	2	1	0	2	1	2	1	0	1	1
Improvement through self-evaluation	2	1	0	1	1	2	0	0	1	1
All Quality indicators	10	5	0	9	8	10	3	0	8	5
Total Number of Quality Indicators	10	5	0	10	10					
Total Number of Inspections	2	1	0	2	2					
Total schools with positive evaluations**	2	1	0	2	2					

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) scrutinises and comments as appropriate on the contents of the report.

Author(s)

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Approved

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John Fyffe	Executive Director (Education and Children's Services)	31 October 2013

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Council Text Phone Number 01738 442573

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	No
Workforce	No
Asset Management (land, property, IST)	No
Assessments	
Equality Impact Assessment	No
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	No
Risk	No
Consultation	
Internal	Yes
External	No
Communication	
Communications Plan	Yes

1. Strategic Implications

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

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

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

1.2 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 (Eq1A) with the following outcome: assessed as **not relevant** for the purposes of Eq1A.

However, it is anticipated that the work on the quality indicators will promote equality of access to care and support, learning and achievement and equality of access to the learning community. 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 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 HMI inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.

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

2. BACKGROUND PAPERS

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.

3. APPENDICES

	<u>Blairingone Primary School</u>
Appendix 1a	Education Scotland Inspection Summary
Appendix 1b	Education Scotland Inspection Letter
Appendix 1c	Extended Learning and Achievement Visit Report, March 2011
	<u>Oakbank Primary School</u>
Appendix 2a	Education Scotland Inspection Summary
Appendix 2b	Education Scotland Inspection Letter
Appendix 2c	Extended Learning and Achievement Visit Report, September 2010
	<u>Crossroads Nursery</u>
Appendix 3	Care Inspectorate Inspection Report on the Day Care of Children

**BLAIRINGONE PRIMARY SCHOOL
EDUCATION SCOTLAND INSPECTION SUMMARY**

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Blairingone Primary School by Her Majesty's Inspectorate (HMI) in May 2013.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following key strengths of the school:

- Motivated and enthusiastic children who value their school and each other.
- Partnerships with staff, children and parents which enhance children's learning.
- Children's learning experiences, particularly outdoors and in the wider community.
- Children's achievements, nurtured in the caring school environment.
- Leadership of the headteacher.

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:

- Develop further children's skills in evaluating their own performance.
- Continue to expand ways to support school improvement.

4 QUALITY INDICATORS

Evaluations for Blairingone Primary School:

Blairingone Primary School:

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

Evaluations of the following aspects of the work of the school:

The curriculum	very good
Improvement through self-evaluation	very 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).

3 September 2013

Dear Parent/Carer

**Blairingone Primary School
Perth and Kinross Council**

Recently, as you may know, I visited and inspected your child's school. During my visit, I talked to parents and children and worked closely with the headteacher and staff. I 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 me the school's successes and priorities for improvement. I looked at some particular aspects of the school's recent work, including children's experiences outdoors and as members of the learning council. In addition, I looked at how children made links and relevant connections in different areas of their learning. As a result, I was able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Your children are enthusiastic and positive towards their learning and, as a result, learn and achieve very well. Their relationships with each other are impressive, treating others with mutual respect. Children take responsibility for, and are very active in, their learning. They told me that their learning is stimulating and challenging. In particular, they enjoy exploring outdoors through visits to many places of interest, including St Andrews Aquarium and Vane Farm. They often use the nearby forest very well to explore nature, build hides to observe wildlife and do litter picks. They use their imaginations, are creative and solve problems in various situations. Almost all work very well as a group, in trios and pairs. Children are thinking more about their learning, what they do well and what they need to work on. During the inspection, children enjoyed discussing their 'sharing learning folders' and e-portfolios with me. Others identified, through e-portfolios, key information which they valued, including aspirations, for example to be a fashion designer. All children participate in and make effective contributions to the school as members of the learning council. The school has successfully achieved Health Promoting Status and four Eco-Schools Scotland green flags. Children's achievements outwith school are always acknowledged, for example in orienteering and playing the trumpet. The school raises funds for worthy causes, including seeds for Africa and the Rag Bag. As a result of these approaches, all children are developing leadership and citizenship skills very well.

Children explore, explain and recall their prior learning very well. Overall, they are making progress across various curricular areas in line with their own needs. In science, children have very good knowledge, understanding and recall of what they

have learned, particularly in relation to topics about marine litter, the sea trout and nature. Children enjoy discussing books, for example 'Chicken Licken', and act out characters very well with expression. Their writing has improved, particularly in creative writing. Most write very well for different purposes, including noting the recipe for making a 'smoothie'. Most have well-developed skills in listening and talking. A few need to pay closer attention to what others are saying. Children have very good skills in numeracy and mathematics. They use appropriate mathematical language and can apply their mathematical knowledge very well.

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

The school supports children to develop and learn very well. Staff review children's progress in many ways. Children have regular discussions with staff during lessons. Staff track individual children's progress carefully and record their learning. They use one-to-one meetings with individual children to review progress and identify what happens next. They provide children with various experiences which, overall, meet their needs. I have asked staff to continue to take account of the varying ages of children, to meet their individual needs and ensure they make suitable progress, particularly during those lessons when children are all together. Staff, including the classroom assistant, work very closely and effectively with each other, children, parents and partners in planning and reviewing learning. The school has a very inclusive culture and all children, including those who require additional support with their learning, make very good progress in their learning. The overall arrangements for meeting children's learning needs are very effective.

Children have a very well-balanced curriculum, including outdoors and use of information and communications technology. Staff involve children very well in reviewing their learning to help plan experiences which are responsive to their needs and interests. Staff take full account of Curriculum for Excellence to ensure that they provide a wealth of experiences for children. They plan very effective opportunities for children to develop and use numeracy and literacy skills and their knowledge and understanding of health and wellbeing in relevant contexts. Children make meaningful links in learning through motivating topics and projects. The school has a highly effective science programme. Children develop their knowledge, understanding and skills through active discovery, investigation, experimentation and exploration. Extensive use of visits and visitors has greatly enhanced children's love of their environment and a passion for working to protect it. Visiting specialists in music and physical education enhance children's experiences, for example through events including the Show in a Day. Parents and volunteers help to extend children's experiences through clubs such as tennis, gardening and lunchtime activity clubs. Children are helped to start P1, also when they leave, in the main for Kinross High School, through appropriate transition arrangements.

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

The headteacher knows the school and its community very well and provides strong leadership. Staff are reflective and work exceptionally well together, taking on various leadership roles. The school has very good systems to improve its work. The headteacher tracks individual children's progress regularly. Staff engage children meaningfully in evaluating their school, and their own progress and

achievements. The headteacher has one-to-one meetings with individual children. She uses colleagues from schools in the small schools network to observe episodes of learning and teaching and provide well-judged feedback to staff. The school gathers and acts on the views of parents, staff, and other partners. The school provides you with an informative annual report on its standards and quality and interesting newsletters. Taken together, these approaches are having a real impact and ensure that children have high-quality experiences and influence their learning.

This inspection of your school found the following key strengths:

- Motivated and enthusiastic children who value their school and each other.
- Partnerships with staff, children and parents which enhance children's learning.
- Children's learning experiences, particularly outdoors and in the wider community.
- Children's achievements, nurtured in the caring school environment.
- Leadership of the headteacher.

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

- Develop further children's skills in evaluating their own performance.
- Continue to expand ways to support school improvement.

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.

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/primsec/BlairingonePrimarySchoolPerthandKinross.asp>

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

**Extended Learning and Achievement Visit
Blairingone Primary School
1 March 2011**



BACKGROUND

To support the school in the process of self-evaluation, a quality improvement officer (school improvement) visited Blairingone Primary School in March 2011. 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 Standards and Quality Report for 2009-2010, the School Improvement Plan for 2010-2011 and the school's own self evaluation pro-forma formed the core documentation for the visit.

During the extended learning and achievement visit, there was discussion with the headteacher and other staff, observation of learning and teaching in the classroom, review of documentation, discussion with children and meetings with 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. At the time of this visit there were eight pupils on the school roll.

ACHIEVEMENT

Strengths

- In June 2010, when there were five children on the school roll, all children in the school attained national targets in mathematics, as did most in reading and writing.
- All children engage as members of the school ECO committee, the Health Promoting School committee, the Rights Respecting Schools action group and the Pupil Council, developing in confidence as decision makers and effective contributors in the life of the school and the local community.
- All children enjoy opportunities for wider achievement across a range of activities, including sporting events, arts events and regular performances.
- Trips and outings are a frequent feature in the school diary, and form the context for planned learning experiences which motivate and

engage learners. This includes visits to historical sites, areas of local interest and educational centres.

- A strong ethos of trust, respect and social inclusion is evident across the school community. Every day at morning break the children share a plate with a range of fruits - freshly prepared in school - and snacks, (paid for by the parents), before playing together.
- The Bounceback programme is being used to good effect in developing children's understanding of and capacity for taking responsibility, managing their feelings and becoming resilient. Children report that, although they sometimes have disagreements, they know how to 'sort things out' and 'get on' together.
- Through regular visits to neighbouring schools to engage in learning activities for PE and French, and by using Glow meets, learners develop supportive links with other children and schools across the Local Management Group (LMG) of schools and the single teacher network of schools.
- Transition from P7 to S1 Kinross High School is supported by the Community Link Worker for the area and further enhanced by the opportunities to attend music camp and the annual LMG wide residential activity experience at Lendrickmuir.

Areas for development

- Promote high expectations for learners, and ensure pace is appropriate for all, through effective arrangements to assess and track progress in learning.
- In session 2011-12, use the new SEEMiS tracking system to record learners' progress.
- Continue the work begun to moderate standards and support consistency of evaluation of levels across the LMG.

LEARNING

Strengths

- The classroom is a bright, attractive and well-organised learning environment.
- The learning for each week is planned jointly by the headteacher and headteacher support, and is carefully structured to allow for appropriate differentiation for all eight pupils.
- The tasks and activities which are planned to develop core skills are often set within a shared, interdisciplinary context, offering learners opportunity for independent and cooperative working.

- Good progress has been made in embedding planned learning in numeracy, literacy, health and wellbeing and enterprising approaches across the range of learning experiences.
- Teachers share learning intentions and agree personal targets with the children. Success criteria are selected and shared appropriately.
- A focus on active and experiential learning approaches is evident in the range of learning experiences which involve visitors from the community coming into the school – such as the ‘Can Cook, Will Cook’ project, and Victorian photography.
- All children are extremely well behaved and interact comfortably and confidently with adults and visitors. They are keen to talk about their learning.
- Children report that they enjoy coming to school, are happy in school and have fun with their learning.
- Weekly homework tasks and the Blairingone Learning Newsletter ensure that parents are knowledgeable about their child’s learning and have the opportunity to support that learning outwith school.
- Learning needs are regularly reviewed and evaluated, and support sought where that is appropriate.

Areas for development

- Continue with plans to further develop the potential for learning in the outdoor environment, building on the very good work done with gardening using the raised beds.
- Ensure that planned learning includes opportunities to develop depth and challenge in learning and to apply learning in new situations.
- Investigate opportunities to arrange Glow access for parents and allow them enhanced opportunities to engage with their child’s learning.

LEADERSHIP

Strengths

- The headteacher has a clear focus on effective learning and teaching as being the core business of the school.
- An ethos of collegiality is evident in the small staff team; clear remits, relevant CPD training, positive attitudes and appropriate relationships support this.
- Teaching staff engage in a range of collegiate opportunities with colleagues from across the LMG and from the single teacher network.

- Parents consulted spoke extremely positively and knowledgeably about the quality of learning experience offered by the school to their children, and about the level of information and involvement afforded them as partners in learning.
- All children engage with ECO and Rights Respecting Schools accreditation processes. Every child is involved in raising money for charity, contributes to the school improvement agenda and performs in the annual school show to a 'packed house' comprising most of the local community.

Areas for development

- Review and revise the school's vision, values and aims to include the views of current learners and their parents.
- Further develop the involvement of all members of the school community in contributing to the school's self-evaluation process and planning for improvement.
- Address the areas for development identified in this report by including them in the school's improvement plan for session 2011-12.

Blairingone is a happy school in an attractive setting where children are well cared for and can thrive. The school ethos promotes positive regard, inclusion and learning as core business. Parents feel that they are very much involved in the life of the school and are particularly appreciative of the range and type of learning experiences offered to their children; they report that they are very pleased with the success their children experience in Blairingone Primary. The strong ethos of team work, and the positive attributes of the children, mean that the school is well placed for continued improvement.

**OAKBANK PRIMARY SCHOOL AND NURSERY CLASS
EDUCATION SCOTLAND INSPECTION SUMMARY**

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Oakbank Primary School and Nursery Class by Her Majesty's Inspectorate (HMI) in June 2013.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following key strengths of the school:

- Confident children who are keen to learn and contribute to the life of the school and its community.
- Children's learning experiences and achievements in the nursery.
- The increasing involvement of staff in leading improvement in the school.

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 children as independent learners who know their own strengths and what they have to do to improve.
- Ensure lessons provide suitable challenge and support to meet children's individual learning needs.
- Teachers should continue to develop their approaches to planning, assessing and tracking children's progress to ensure they achieve to their full potential.

4 QUALITY INDICATORS

Evaluations for Oakbank Primary School and Nursery Class:

Nursery class:

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

Oakbank Primary School:

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

Evaluations of the following aspects of the work of the school:

The curriculum	good
Improvement through self-evaluation	satisfactory

5 CONCLUSION

During the inspection, HMI identified aspects of innovative practice in the nursery and will provide support to record and share this more widely with others. HMI were also satisfied with the overall quality of provision and that the school will be able to make the necessary improvements with support from Perth and Kinross Council and Education Scotland.

For further information contact:

Karen Young, Quality Improvement Officer, Education Services (ext 76203).

3 September 2013

Dear Parent/Carer

**Oakbank 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; how well teachers are meeting children's different needs in lessons; how the school ensures consistency in assessing children's work; and leadership at all levels. 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?

In the nursery, children are highly motivated and engaged in their learning. They concentrate for extended periods on their chosen activities. Almost all children are involved in planning their learning. They are developing their skills in self and peer assessment. For example, they are confident in making constructive comments about their friends' drawings and other pieces of work. They are able to take on high levels of responsibility and independence. At the primary stages, almost all children are well-behaved, and settle quickly and willingly to work. They show good skills in working in groups. Achievement jotters have been successful in encouraging children to begin to reflect on their learning and record their successes. The school has identified the need for teachers to continue to improve the quality of the feedback they provide to children. This will help children understand better what they are doing well, and what they need to do to improve. Children would benefit from more opportunities to take responsibility for their own learning, for example through more open-ended, creative tasks. Almost all children think they are treated fairly and listened to by staff, and feel well cared for. Children have good opportunities to contribute to the life of the school as Eco Warriors, Junior Road Safety Officers, Ambassadors and P1 buddies; and as members of the Health Group and the Pupil Council. They all contribute to class assemblies to share their learning with the rest of the school and with parents.

In the nursery, children are making very good progress in developing and applying their skills in early literacy and numeracy. Through their work in health and wellbeing, they are very aware of the importance of a healthy diet and exercise. At the primary stages, children have achieved individual and team sporting successes in gymnastics, cross-country running, swimming, hockey and netball. Children also achieve in the expressive arts, through learning to play a range of instruments including the cello and

double bass, singing in the Boys Aloud choir, and through taking part in the Day of Dance and school shows. Children contribute well to the local community through hosting the annual visit to the school by the Friends in Retirement group, litter picking with the Viewlands Venture group, and taking part in bulb planting as part of Perth in Bloom. Children's work on environmental issues and promoting active travel to school has been recognised through the recent reaccreditation as an Eco-Schools Scotland Green Flag school, and as a Sustrans bike-friendly school. Children talk confidently in lessons and to visitors. There is scope for children at the middle and upper stages to improve further their higher-order listening and talking skills such as group discussion, and justifying opinions. At the upper stages, children can select and use information from a range of texts to support their learning across the curriculum. Children are able to write at length for a variety of purposes, often linked to real-life contexts and achievements. At the early stages, most children can work with coins to make different sums and calculate change. At the middle stages, most children have a good understanding of number, shapes and their properties and information handling. By P7, children are confident with most aspects of mathematics, including angles and percentages. They need to increase their understanding of chance and probability, databases and spreadsheets. Children's achievements in health and wellbeing have been recognised through Oakbank's recent re-accreditation as a Health Promoting School. Children are making good progress in science and in social studies.

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

In the nursery, staff take very good account of children's individual needs when planning activities. They are skilful in observing children's learning, and use the information collected to help them plan what children will learn next. At the primary stages, children's needs are met through some suitably motivating and challenging tasks. However, the pace of learning is too slow in too many lessons. A small number of higher-achieving children in P7 are benefiting from a challenging programme in maths developed in collaboration with a teacher from Perth High School. Teachers now need to ensure that tasks and activities are consistently well planned to take account of all children's differing learning needs. They need to provide appropriate challenge in learning, particularly for higher-achieving children. Classroom assistants and pupil support assistants provide a range of effective support for children in lessons. The pupil support teacher works with class teachers to plan support to meet the needs of all children.

Through its curriculum, the school aims to support children in developing skills for learning, life, and work, in line with Curriculum for Excellence. Children in the nursery benefit from high-quality opportunities in health and wellbeing and social studies. Children throughout the school enjoy learning outdoors in the very attractive grounds. At the primary stages, children experience a broad, general education which includes opportunities to learn through cross-curricular themes, and apply their literacy and numeracy skills in a range of contexts. Teachers are currently working to develop programmes in food technology and social studies. Children have benefited from improvements to the teaching of science. The school recognises the need to review teachers' approaches to planning learning for children. This will help ensure all children can make suitable progress. Parents make an important contribution, including in delivering the Bikeability programme for children in P7. The school has made a good start to implementing the '1+2' policy for modern languages by

introducing Mandarin in the nursery and P1, in addition to the French already in place for children from P5-P7. The school works well with a range of partners to support children's learning, including the Active Schools coordinator and local businesses. Staff should continue to improve transition arrangements when children move into P1 so they can build fully on the strong start in the nursery. The school has effective links with the neighbouring Perth High School which ensure children in P7 are well prepared for the transition to secondary school.

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

Since taking up her post three years ago, the headteacher has successfully encouraged teachers to become more reflective practitioners, and to play a greater role in leading improvement across the school. Teachers have had the opportunity to participate in 'learning rounds' with senior managers. This has allowed them to share practice across classes and engage in professional discussion on what they have observed. Senior managers' observations of learning and teaching now need to lead to clearer identification of next steps, for example good practice to be shared, or aspects for improvement at individual teacher or whole-school level. We have asked teachers at the primary stages to improve their approaches to assessing and tracking children's progress to ensure they achieve to their full potential. Nursery staff have been particularly effective in seeking the views of parents about their children's learning and using the information gathered to inform further developments and improvements.

This inspection found the following key strengths.

- Confident children who are keen to learn and contribute to the life of the school and its community.
- Children's learning experiences and achievements in the nursery.
- The increasing involvement of staff in leading improvement in the school.

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

- Continue to develop children as independent learners who know their own strengths and what they have to do to improve.
- Ensure lessons provide suitable challenge and support to meet children's individual learning needs.
- Teachers should continue to develop their approaches to planning, assessing and tracking children's progress to ensure they achieve to their full potential.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. With support from Perth and Kinross Council and Education Scotland, the school will be able to make the necessary improvements. Our Area Lead Officer will work with Perth and Kinross Council to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved.

During the inspection, we identified aspects of innovative practice in the nursery. We shall work with the school and Perth and Kinross Council in order to record the innovative practice and share it more widely with others.

Jane B Renton
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/OakbankPrimarySchoolPerthandKinross.asp>.

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.



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

**Extended Learning and Achievement Visit
Oakbank Primary School**



BACKGROUND

To assist the school in the process of self evaluation, a team of four Service Managers and a Quality Improvement Officer from Education and Children's Services visited Oakbank Primary School on 8/9 September 2010.

The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through Quality Indicators from *How good is our school?* and *Child at the centre*.

During the Extended Learning and Achievement Visit, the team carried out discussions with the management team and staff, classroom visits, reviewed documentation including children's work and met with groups of children and parents/carers.

The strengths and areas for improvement identified as a result of the self evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

ACHIEVEMENT

Strengths

- Overall levels of attainment have remained constant in reading, writing and maths over the past four years.
- In June 2010, almost all children in P3, 4, 6 and 7 attained or exceeded expected levels of attainment in mathematics with most attaining or exceeding expected levels of attainment in reading and writing.
- Nursery children are encouraged to become confident, independent learners.
- At all stages within the school, children are polite, demonstrate respect for others and interact well with adults.
- Children feel safe and well cared for and feel positive that problems arising will be resolved quickly; parents share this view.
- The school promotes and celebrates children's wider achievement, with children at all stages of the school demonstrating self-assurance and success in a range of ways.
- In primaries 3-7 there are many opportunities for children to take responsibility and contribute actively to the life of the school. e.g. ECO, Pupil Council, JRSO.
- Well planned arrangements are in place with the nursery class, other early years' centres and the local secondary school to support effective transition.

Areas for improvement

- The provision of further challenge in the nursery in order to fully meet the needs of all the children.
- Close monitoring and scrutiny of attainment by the Senior Management Team (SMT) and class teachers to ensure appropriate pace and challenge in learning for groups and individuals.
- The provision by teachers of well-planned learning opportunities for children in new and challenging situations.
- Systematic gathering of evidence of children's wider achievements throughout their school career following the development of a planned programme for this across all stages. This should include further embedding initiatives, for example Eco development, into the core curriculum.

LEARNING

Strengths

- Children in the nursery enjoy a positive educational experience with staff working closely as a team to ensure a consistency of approaches.
- In almost all classes the purpose of the lesson is shared with the learners. Tasks are explained clearly and children know what is expected of them.
- In most classes children were motivated and actively involved in their own learning
- Children have been directly involved in planning their class theme and identifying specific areas within that for exploration and investigation.
- Across the school, children are treated with equality, fairness and respect.
- Children are able to articulate ways in which the school values their views.
- In line with authority guidance there is an integrated and very effective approach to supporting children with additional needs is established including:
 - the high quality of support for children from staff.
 - the consultation and communication procedures established by SMT to ensure that all those concerned can best support children's identified additional needs.

Areas for improvement

- In the nursery class ensure learning opportunities are differentiated to provide support and challenge to all children,
- Ensure consistency of the quality of learning and teaching experiences for all children through a staff focus on, and shared understanding of, the Perth & Kinross 'Standard for Learning.' Currently there is too much variability across the school.
- Build on existing approaches to active learning across the school ,ensuring appropriate pace and challenge for all learners.
- Continue to embed Assessment is for Learning (AifL) in practice within and across classes to impact positively on pupils' learning.

- Continue to moderate the achievement of outcomes and experiences to establish a shared understanding of expected standards. At all stages, assessments of learners' progress should be undertaken when children are ready and have demonstrated sufficient progress.
- Review key aspects of Additional Support Needs (ASN) procedures against the new P & K ASN Support Manual.

LEADERSHIP

Strengths

- The School Improvement Plan for 2010-11 is clear, well-judged and outlines manageable opportunities for whole school development.
- The ethos and the culture of the school are very positive and working relationships between members of staff are very supportive.
- The school benefits from a high level of support from parents both individually and through Oakbank Parent Partnership and Parent Staff Association groups.
- The parents have a strong feeling of confidence and trust in the school, its leadership and its staff.
- Children are encouraged to demonstrate responsibility through their participation in a range of committees.
- There is evidence of very good joint working with parents, children and other agencies where there are concerns about children.

Areas for improvement

- Develop the involvement of all members of the school community in school self-evaluation.
- In order to ensure a more consistently high quality of learning and teaching approaches across all stages, the SMT needs to ensure that a more focused and rigorous approach to monitoring is undertaken for example:
 - raise expectations and challenge staff to improve the quality of provision impacting on children's progress
 - identify targets to impact on the quality of learning and teaching.
- Raise staff awareness of high quality learning & teaching for example by exploring exemplars of best practice within Journey to Excellence as a basis for professional development.
- Develop leadership capacity of staff and children within the school.
- Review the remits of the SMT to ensure all aspects of leadership and management are appropriately apportioned, building on the good practice in the upper school.

CONCLUSION

Oakbank Primary is a school where staff work well together and children are happy. The view of the group of parents/carers sampled is that parents/carers are pleased with their children's educational experience and have a high level of confidence in the school.

The school is well placed to move ahead under the leadership and direction of the new headteacher and her staff team. The whole school community should continue to work together to further develop the good work already established and ensure positive outcomes.

The school should now plan to take account of the areas for improvement as identified within this report. The focused support of the School Improvement Team may be negotiated as appropriate to assist the school further in securing improvement.



Care service inspection report

Crossroads Nursery

Day Care of Children

Crossroads

Inchture

PH14 9RN

Telephone: 01828 686808

Inspected by: Audrey Donnan

Fiona Smart

Type of inspection: Unannounced

Inspection completed on: 18 July 2013



HAPPY TO TRANSLATE

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Service provided by:

Mr Alan Chatterton, the Firm of Crossroads Nursery

Service provider number:

SP2003002158

Care service number:

CS2003010104

Contact details for the inspector who inspected this service:

Audrey Donnan

Telephone 01382 207200

Email enquiries@careinspectorate.com

Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of Care and Support	4	Good
Quality of Environment	4	Good
Quality of Staffing	2	Weak
Quality of Management and Leadership	4	Good

What the service does well

The service actively encouraged parents and children to provide feedback to improve the overall quality of experience provided.

Staff supported the children to be active, healthy and independent learners.

Staff had established good relationships with the children and their families.

What the service could do better

We identified the following aspects of practice which needed to be improved:

- * Ensure safe recruitment processes are in place when appointing new staff
- * Review and update the health and safety policy for example, risk assessments
- * The service must follow the policies and procedures that are in place
- * To continue to monitor and evaluate the service and staff practice

What the service has done since the last inspection

We noted that the service had made improvements to the standard of cleanliness since the previous inspection.

The service had met three of the four requirements made at the last inspection. One recommendation had been implemented and two recommendations were on-going.

Conclusion

We found that the service had worked hard since the previous inspection and sound progress had been made however; further action was required by the service.

Who did this inspection

Audrey Donnan

Fiona Smart

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Requirements and recommendations

If we are concerned about some aspect of a service, or think it could do more to improve, we may make a recommendation or requirement.

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service, but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Crossroads Nursery provides care to a maximum of 50 children at any one time aged from birth to five years of whom no more than 11 children are aged from birth to two years and no more than 39 children are aged from two to five years. The maximum numbers of children in each playroom will be:

11 in the 'under 2 unit'

15 in the '2-3 room'

24 in the '3-5 room'

The service is provided from a large, detached building with extensive garden area.

The aims of the service include:

- * Remain a motivated staff team committed to continuous improvement through self-evaluation and staff development programmes
- * Recognise and build on the child's existing experiences and knowledge
- * Support each child to help him/her reach his/her full potential
- * Make learning through play fun, enjoyable, satisfying and successful by providing an environment which is safe, challenging, and stimulating.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 4 - Good

Quality of Environment - Grade 4 - Good

Quality of Staffing - Grade 2 - Weak

Quality of Management and Leadership - Grade 4 - Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0845 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a medium intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

What we did during the inspection

We wrote this report after an unannounced inspection. Inspectors Audrey Donnan and Fiona Smart carried out the inspection. The inspection took place on Wednesday 10 July 2013 between 09:45am and 5.45pm. Feedback was given to the provider and manager on Thursday 18 July at 3pm.

As part of the inspection, we took account of the completed annual return and self - assessment forms that we asked the provider to complete and submit to us.

We sent sixteen care standard questionnaires to the manager to distribute to parents/carers who used the service. Seven parents sent us completed questionnaires.

During this inspection process, we gathered evidence from various sources, including the following:

We spoke with:

- * the provider
- * the manager
- * staff
- * children
- * parents

We looked at:

- * medication policy and procedure
- * risk assessments
- * infection control procedures
- * meal time experiences
- * newsletters
- * talking and thinking books
- * children's evaluations
- * evaluations from parents
- * registers
- * quality assurance documentation
- * care plans, accident and incident records

- * promoting positive behaviour policy
- * the environment and equipment

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firelawscotland.org

What the service has done to meet any requirements we made at our last inspection

The requirement

The provider must develop and implement a system to accurately record the numbers of children attending the service at any one time. This is in order to comply with regulation 4 (1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210). Timescale: On receipt of this report.

What the service did to meet the requirement

The service had reviewed the system used to record the numbers of children attending the service. This has been discussed further under quality statement 2.2.

The requirement is: Met

The requirement

The provider must ensure the equipment and resources used for the provision of the care service are clean and safe at all times. This is in order to comply with regulation 4 (1)(a) and 4(1)(d) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210). Timescale: On receipt of this report.

What the service did to meet the requirement

The service was clean and safe during the inspection. This has been discussed more fully under quality statement 2.2.

The requirement is: Met

The requirement

The provider must develop and implement safe and effective procedures for managing children's medication and maintain appropriate records. All staff must be fully trained in the administration of medication policy and procedures for the health and wellbeing of the children. This is in order to comply with regulation 4 (1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210). Timescale: On receipt of this report.

What the service did to meet the requirement

Whilst we found that a review system had been developed and implemented for long term medication and medication had been recorded appropriately, we found that the service did not comply with its own policy and procedure. This has been discussed under statement 1.3 and 4.4.

The requirement is: Not Met

The requirement

The provider must develop and implement an audit/monitoring systems to evaluate the effectiveness of staff and any training undertaken to ensure the health, welfare and safety of children. This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 SSI 2011/210 Regulation 4 (1) (a) Welfare of users Timescale: within 4 weeks of receipt of this report.

What the service did to meet the requirement

The service had developed audit/ monitoring systems for the service. We discuss this in more depth under quality statement 4.4.

The requirement is: Met

What the service has done to meet any recommendations we made at our last inspection

There were three recommendations made during the previous inspection.

1. To review the behaviour policy.

The service had reviewed the policy and all staff were aware of the policy however; we have asked the service to further develop strategies for positive behaviour. A recommendation has been made under statement 3.3.

2. To review the health and safety plan.

The plan had not been reviewed and a requirement has been made under statement 2.2.

3. To appropriately manage accident and incident report writing.

We found that accidents and incidents were appropriately completed.

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The Care Inspectorate received a fully completed self -assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each of headings that we grade them under.

The provider identified what they thought they did well, some areas for development and any changes it had planned.

Taking the views of people using the care service into account

There were five children aged 0-2 years, seven children aged 2-3 years and fifteen children aged 3-5 years present on the day of the inspection. We observed the children enjoying indoor and outdoor activities and having fun with the staff. We saw that the children had good relationships with the staff and that the staff knew the children well.

Comments included:

'We played outside'

'We watered the plants'

'There's a car outside'

'I like playing outside'

'You get to take them home (personal learning plans) where you can get to look at them. My mum likes looking at mine'

Taking carers' views into account

We received seven Care Standard Questionnaires from parents who used the service. All parents strongly agreed that they were overall happy with the quality of care provided for their children.

Comments included:

'Crossroads continues to provide a high standard and quality of care. My daughter attended five years ago and the care is just as good or even better than it was then, now'

'I have been happy with the care provided, excellent relationship with the staff, who appear motivated, engaged and caring. My son is also very happy and settled'

'I am very happy with the quality of care my child receives. My child speaks a lot about his experiences at nursery which have always been positive'

'We have been very happy with the quality of care provided by crossroads. Staff are always friendly and approachable. They are creative in developing play and learning opportunities in response to the children's ideas. Can not praise the service highly enough'

'Crossroads has been an excellent environment for my children. They are both extremely happy children and really enjoy their time at nursery. Staff are the nursery's biggest asset, friendly, trustworthy, honest, hardworking and build good relationships with both the kids and the parents. The manager is excellent! Overall, a very positive environment for the children. Really cannot recommend this nursery highly enough.

Again, it is the staff and the manager that make 'Crossroads' such a success'

'The team provide a first class experience for our daughter'

We spoke with parents on the day of the inspection and they told us that they were overall happy with the service and care their children received. They confirmed that they could speak with staff when collecting and dropping off their children. Parents with younger children received a written daily sheet with information about the activities, snacks, sleep and toileting routines.

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 4 - Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths

The service was very good at involving the children and parents. At this inspection, we looked at feedback from the parents' consultation wall, evaluations from parents night, homelink letters, newsletters, mind maps, talking and thinking books and direct discussion with children and their families.

We saw evidence that staff used a consultation wall to ask parents for feedback on a variety of improvement questions. Where parents had made suggestions, we found that staff displayed a response and where appropriate had made changes for example, one parent had asked for more information about the activities their child took part in. Staff had responded that the daily diary had been reviewed and they now provided more information. They also stated that they would speak with parents more at the end of the sessions.

We found that the service actively encouraged parents to participate in providing feedback through newsletters, homelink letters, and daily discussions. In our care standard questionnaires, six parents strongly agreed and one parent agreed that the service involved them and their child in developing the service. As a result of the methods used by the service, we evidenced effective communication with parents.

Children had opportunities to influence their learning in a variety of ways including; small group time discussions, one to one discussions and the use of talking and thinking books and mindmaps. We found that staff responded well to children's interests and ideas and used this to plan for example; one member of staff told us that they were planning on covering a pirate topic in the 2 -3 year olds room. Staff observations and discussions with the children however; had resulted in the topic being holidays.

We observed children being included and listened to by staff and as a result, children felt valued.

Areas for improvement

In the self assessment document, the service stated that they use a consultation wall with the 3 - 5 year olds however; they would like to introduce this method of consultation with the 2 - 3 year olds. We would encourage the service to develop a variety of methods to encourage participation with all age groups of children.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

We ensure that service users' health and wellbeing needs are met.

Service strengths

We found that children were cared for in a nurturing and supportive environment. We observed children's independence and learning being encouraged throughout the inspection. We looked at personal learning plans (PLP's), medication records, and observed the snack and lunch time experience to assess this statement.

We sampled three PLP's in the 0-2 year olds, 2 -3 year olds and 3-5 year olds rooms. We found that the PLP's were easily accessible to both the children and their parents in the 3-5 year olds room and accessible to parents in the other rooms. We found that they were informative and had observations of the children's development, next steps in their learning, and photographs of their progress.

We looked at children's care routines and we found that the service reviewed the information with parents every six months to ensure it was up to date. We observed staff following the care plans and this meant that children's individual needs were met.

Children had opportunities to be healthy and active and we saw that the children had opportunities to play outdoors throughout the inspection. We observed some children asleep outdoors and this ensured the children had fresh air throughout the day. The service promoted healthy eating with the children and we found that the children had fresh fruit daily and a variety of healthy snacks. We observed staff encouraging children to be independent during snack and lunch and this meant that the children had a positive and social experience.

Areas for improvement

We looked at medication and found that the service had reviewed the medication policy and procedure since the last inspection and all staff had received in house training however; we evidenced that the service did not follow the new policy. A recommendation has been made under Quality Theme 4, statement 4.

We noted that not all staff encouraged children's independence at all times for example, we observed snack time in the 2-3 year olds room and we found that staff did not encourage children to serve the snack or pour their own drinks. We found that in the 3-5 year olds room, the staff did not encourage children to clear up after themselves. We signposted the service to the Pre Birth to Three document and Curriculum for Excellence.

We have made a recommendation in relation to staff training under Quality Theme 3, statement 3.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths

We have considered the evidence gathered for the grade awarded in this Quality Statement under statement 1.1.

Areas for improvement

Please refer to statement 1.1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

We make sure that the environment is safe and service users are protected.

Service strengths

During the inspection, we found that the children were cared for in a clean, safe and secure environment.

The service was warm, bright and nurturing. We found children's work attractively displayed and photographs showed children's progress in learning.

We found that the service had worked hard to ensure the environment was clean and safe for the children. The service had replaced various items of equipment including, fridges, nappy changing mats, and nappy changing surfaces. The service had introduced a new registration system. We found that throughout the inspection, there was an accurate number of children recorded in each of the rooms. The manager had an overview of the total number of children present at any one time. This ensured that in the event of an emergency, the service had an accurate number of children to evacuate from the building.

We looked at a sample of accident and incident reports and found that they were appropriately managed and that parents could request a copy of the report.

Areas for improvement

The health and safety plan had been reviewed in January this year however; we found that it contained incorrect information for example; it stated that a 24hr period must elapse before bringing the child back to nursery following vomiting and diarrhoea. The policy for communicable diseases stated the correct information of a 48hr period. As a result, the policies were inconsistent and staff were receiving incorrect information.

We looked at the risk assessments within the health and safety plan. We found that they did not adequately identify the potential risks to children and the action needed to keep children safe. See requirement 1.

Grade awarded for this statement: 4 - Good

Number of requirements: 1

Number of recommendations: 0

Requirements

1. The provider must review and update the health and safety plan;
 - (a) to ensure it details accurate and up to date information in line with best practice documentation and legislation.
 - (b) to develop and implement written risk assessments for the premises, garden and outings to ensure the health and safety of the children.

This is in order to comply with regulation 4 (1)(a) & (d) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

Timescale: within 8 weeks of receipt of this report.

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 2 - Weak

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths

We have considered the evidence gathered for the grade awarded in this Quality Statement under statement 1.1.

Areas for improvement

Please refer to statement 1.1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths

The service had a strong ethos regarding training and provided staff with focused support in relation to their practice. This meant that staff felt valued and we saw that they were enthusiastic about their role. As a result, we observed happy children. In our Care Standard Questionnaires, six parents strongly agreed with the statement that their child appeared happy and confident with staff. Comments included:

'Staff are very friendly and approachable with parents, children and each other. There is a lovely team atmosphere in the nursery'

Staff had the required qualifications and had registered with the Scottish Social Service's Council (SSSC) as required.

Room officer's held monthly staff meetings with their teams. The meetings provided opportunities to discuss planning and keep their team up to date with relevant information. The whole staff team had regular meetings. We found that staff benefited from having opportunities to reflect on their practice and share recent training courses.

Staff received an annual Employee Review and Development (ERD) with the manager. This provided staff with an opportunity to discuss their strengths and identify future training and development.

Areas for improvement

We looked at two new staff files. We found that whilst both members of staff had clear PVG (protecting vulnerable groups) checks, these had been received after the staff had started work with the children. Both files contained one reference obtained after the staff had begun work in the nursery. Safer recruitment guidelines states that two references should be sought. By not carrying out a safe recruitment process, there was the potential for children to be at risk of harm. See requirement 1.

We observed staff practice and noted that not all staff promoted children's independence in accordance with Curriculum for excellence and Pre Birth to Three documents. We found that the service had reviewed the positive behaviour policy however; we discussed with the service supporting staff to further develop strategies for positive behaviour. See recommendation 1.

Grade awarded for this statement: 2 - Weak

Number of requirements: 1

Number of recommendations: 1

Requirements

1. The provider must employ safe recruitment practices and ensure that all staff are fit to be employed for the work they are to perform.

This is in order to comply with regulation 9 (1)(2)(a)(b)(c) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

In making this requirement, National Care Standards early education and childcare up to the age of 16, Standard 12: Confidence in staff, has been taken into consideration.

Timescale: on receipt of this report.

Recommendations

1. It is recommended that the service seek training to further develop strategies for positive behaviour within the setting and further enhance staff's engagement with children.

National Care Standards early education and childcare up to the age of 16, Standards 4: Engaging with children, 5: Quality of experience and 6: Support and development.

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths

We have considered the evidence gathered for the grade awarded in this Quality Statement under statement 1.1.

Areas for improvement

Please refer to statement 1.1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths

At this inspection, we looked at the audit systems' used to monitor health and safety and the service's improvement plan.

The service had recently introduced peer monitoring. This meant that staff observed the practice of another staff member and provided feedback. We found that some staff had participated in the practice and they told us that they had found it a positive experience.

Staff told us that the manager would observe their practice and provide written and verbal feedback on their strengths and identified areas of improvement.

We found evidence that the senior management team carried out regular auditing of a variety of aspects of the service including; accidents and incidents, personal learning plans and medication.

We found that the service acted on suggestions from parents and children. Parents confirmed this in our care standard questionnaires and on the day of the inspection.

Areas for improvement

We found that the service had reviewed the medication policy and procedure since the last inspection and all staff had received in house training. We noted that the service had implemented a review system for the administration of medication however; we evidenced that the service did not follow the new policy. We found that the policy did not state that the service would retain a bottle of 'nursery' Calpol. The policy stated that all inhalers would be stored in the kitchen however; we found an inhaler stored on top of the medication fridge in the manager's office. We noted that the medication fridge had water at the bottom and that the temperature was 7.6 degrees centigrade. This evidenced that the fridge was too warm and not functioning properly. The provider confirmed that they did not record the temperature of the fridge. See requirement 1.

The provider was also a practitioner within the service and we found that some tasks undertaken by the provider were not appropriate for the role of practitioner for example, monitoring staff practice. Parents we spoke with during the inspection identified the provider as manager and there was evidence that there was the potential for confusion for both staff and parents. Whilst we have confidence that the manager will make the necessary improvements to address the identified concerns, the service need to have clear roles and lines of responsibility for the manager and provider. This would provide reassurance that management accountability was distinct to all staff, parents and children.

We recognise that the service had laid the foundations for effective quality assurance processes however; we found that they were not fully embedded in practice. A peer monitoring system had recently been introduced however; not all staff had participated. Through discussion with staff, it was evidenced that not all staff were fully aware of the system or how it would be used.

We discussed with the service continuing to embed the self-evaluation processes to sustain the progress noted during this inspection. This would strengthen the improvements further and enhance the quality of care provided.

See recommendation 1.

Grade awarded for this statement: 3 - Adequate

Number of requirements: 1

Number of recommendations: 1

Requirements

1. The provider must implement safe and effective procedures for managing children's medication. All staff must be fully trained in the administration of medication policy and procedures for the health and wellbeing of children.

This is in order to comply with regulation 4 (1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

Timescale: on receipt of this report.

Recommendations

1. It is recommended that the service continue to develop and implement effective quality assurance systems to evaluate the effectiveness of staff practice and the service as a whole.

National Care Standards early education and childcare up to the age of 16, Standard 14: Well-managed service.

4 Other information

Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements

We have taken no enforcement action against this care service since the last inspection.

Additional Information

None noted.

Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 4 - Good	
Statement 1	5 - Very Good
Statement 3	4 - Good
Quality of Environment - 4 - Good	
Statement 1	5 - Very Good
Statement 2	4 - Good
Quality of Staffing - 2 - Weak	
Statement 1	5 - Very Good
Statement 3	2 - Weak
Quality of Management and Leadership - 4 - Good	
Statement 1	5 - Very Good
Statement 4	3 - Adequate

6 Inspection and grading history

Date	Type	Gradings
1 Feb 2013	Unannounced	Care and support 4 - Good Environment 2 - Weak Staffing 5 - Very Good Management and Leadership 2 - Weak
13 Jul 2010	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing Not Assessed Management and Leadership Not Assessed
22 Oct 2008	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good

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All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

