

PERTH AND KINROSS COUNCIL**Executive Sub-Committee of Lifelong Learning Committee****17 September 2014****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 5 February 2014 (Report No [14/42](#) refers).

1.2 Pre-School Centres/Schools

- 1.2.1 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 narrative which explains their findings. For the third question, HMI provide narrative and express their level of confidence in the school's ability to continue to improve the quality of its work. Finally, they sum up the overall quality of education provided by the school.

- 1.2.2 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
- 1.2.3 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.
- 1.2.4 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
- 1.2.5 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
- 1.2.6 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.

Learning Communities

- 1.2.7 HMI also undertake inspections of learning communities within the geographical areas surrounding secondary schools. A learning community inspection is an evaluation of the learning needs of a locality and partnership.
- 1.2.8 The Scottish Government expects local authorities to provide clear leadership and direction and to drive the action needed to ensure we maximise the contribution of Community Learning and Development (CLD) partners in the reform of public services. The Scottish Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD. The specific focus for CLD should be improved life chances for people of all ages through learning, personal development and active and stronger, more resilient, supportive, influential and inclusive communities.
- 1.2.9 Learning community inspections allow HMI to identify and report on how these objectives are being met. Local authorities are required to clearly identify how well partners are improving learning, increasing life-chances and promoting and securing wellbeing. They are also required to identify how well partners are working together to improve the quality of local services and provision. Learning community inspections also take a closer look at how well partners are taking forward public service reforms in their local context. This includes a shift towards prevention and early intervention; greater integration of public services at local level and enhanced workforce development; and improving performance through greater transparency, innovation and use of digital technology.
- 1.2.10 In consultation with partners, the Council is required to provide HMI with a summary self-evaluation including the key strengths of the learning community and areas for development and next steps.

1.3 Care Inspectorate

- 1.3.1 The [Care Inspectorate](#) (also known as Social Care and Social Work Improvement Scotland - SCSWIS) is the unified independent scrutiny and 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.

- 1.3.2 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.

- 1.3.3 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.
- 1.3.4 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.
- 1.3.5 Specifically, the report sets out the findings of Care Inspectorate inspections undertaken and published since the Executive Sub-Committee of Lifelong Learning Committee on 5 February 2014 (Report No [14/42](#) refers).

1.4 Joint Inspections

- 1.4.1 From August 2013 Education Scotland (HMI) and the Care Inspectorate began a programme of joint inspections of nursery classes and pre-school centres. The outcomes from such inspections are reported publically in one report produced jointly by both scrutiny bodies. In each report there will still be separate evaluations of both the Quality Indicators considered by HMI and the Care Standards considered by the Care Inspectorate. All such joint reports will be brought to this committee in the usual reporting cycle.

RECENTLY PUBLISHED REPORTS

1.5 HMI INSPECTIONS

- 1.5.1 Since the Executive Sub-Committee of Lifelong Learning Committee on 5 February 2014 (Report No [14/42](#) refers) the following reports have been published by Education Scotland¹:
- **Joint Inspection of Honeypot Children's Nursery (Scone).** HMI and the Care Inspectorate will make no further visits in connection with this inspection. A summary of the key strengths, areas for improvement, evaluations against the quality indicators and grades against the quality themes is shown in Appendix 1a together with a copy of the inspection letter in Appendix 1b. At the time of the 2013 Census (September 2013), HoneyPot Children's Nursery had 32 funded children.
 - **Inspection of St John's RC Academy and Nursery Class.** HMI will make no further visits in connection with this inspection. A summary of the

¹ At time of writing, 22 July 2014.

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 2013 Census (September 2013), St John's RC Academy had a pupil roll of 966 and a staffing complement of 73.1 FTE teachers and 26.63 FTE non-teaching staff.

- **Joint Inspection of Muthill Pre-School Group.** HMI and the Care Inspectorate will make no further visits in connection with this inspection. A summary of the key strengths, areas for improvement, evaluations against the quality indicators and grades against the quality themes is shown in Appendix 3a together with a copy of the inspection letter in Appendix 3b. At the time of the 2013 Census (September 2013), Muthill Pre-School Group had 6 funded children.
- **Inspection of Crieff High 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 4a together with a copy of the inspection letter in Appendix 4b. At the time of the 2013 Census (September 2013), Crieff High School had a pupil roll of 624 and a staffing complement of 52.26 FTE teacher and 15.71 FTE non-teaching staff.
- **Joint Inspection of Royal School of Dunkeld Primary School and Nursery Class.** HMI and the Care Inspectorate will make no further visits in connection with this inspection. A summary of the key strengths, areas for improvement, evaluations against the quality indicators and grades against the quality themes is shown in Appendix 5a together with a copy of the inspection letter in Appendix 5b. At the time of the 2013 Census (September 2013), Royal School of Dunkeld Primary School and Nursery Class had a pupil roll of 187 and a staffing complement of 9.65 FTE teacher and 6.99 FTE non-teaching staff.
- **Inspection of the Learning Community Surrounding Crieff High School.** HMI found that partners have a good understanding of their strengths and areas for improvement and communities are achieving well. Although the report identifies areas for improvement, HMI have ended the inspection process at this stage and will monitor progress through their regular contact with the local authority. A summary of the evaluations against the quality indicators is shown in Table 4 below. A copy of the inspection report is shown in Appendix 6a together with a copy of the learning community surrounding Crieff High School self-evaluation summary paper (Appendix 6b). This paper sets out the context of the learning community and key partnerships.

1.6 Care Inspectorate Inspections

- 1.6.1 10 inspections, 13 if you include the Joint Inspection of the Honeypot Children's Nursery, Muthill Pre-School Group and the Royal School of Dunkeld Primary School and Nursery Class, have been undertaken and

published² by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 5 February 2014 (Report No [14/42](#) refers). Of those reports, only 1 requires to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent). Paint Pots Nursery, a partner provider, was awarded four evaluations of excellent. A copy of this report is included in Appendix 7.

2 PERFORMANCE SUMMARY

2.1 The following summarise performance achieved for the entire academic year 2013/14 compared to previous years.

2.2 Pre-School Centres/Schools

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

2.3 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.

2.4 Table 1 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the pre-school sector, including partner providers. Five pre-school centres have been inspected during academic session 2013/14 and evaluated as good or better in relation to all core quality indicators.

¹ As at 29 July 2014.

2.5

Table 1: Pre-School Overview by Performance Indicator

Pre School	Satisfactory or Better					Good or Better														
	09/10		10/11		11/12		12/13		13/14		09/10		10/11		11/12		12/13		13/14	
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	
Improvements in performance	11	10	5	7	5						10	9	5	7	5					
Children's experiences	11	10	5	7	5						11	9	5	7	5					
Meeting learning needs	11	10	5	7	5						11	8	5	7	5					
Core Quality Indicators	33	30	15	21	15						32	26	15	21	15					
The curriculum	11	10	5	6	5						10	7	4	5	4					
Improvement through self-evaluation	10	9	4	5	5						9	5	4	4	4					
All Quality indicators	54	49	24	32	25						51	38	23	30	23					
Total Number of Quality Indicators	60	50	25	35	25															
Total Number of Inspections	12	10	5	7	5															
Total schools with positive evaluations*	11	10	5	7	5															

Figure 1a: Summary of Grades Awarded (All Quality Indicators)

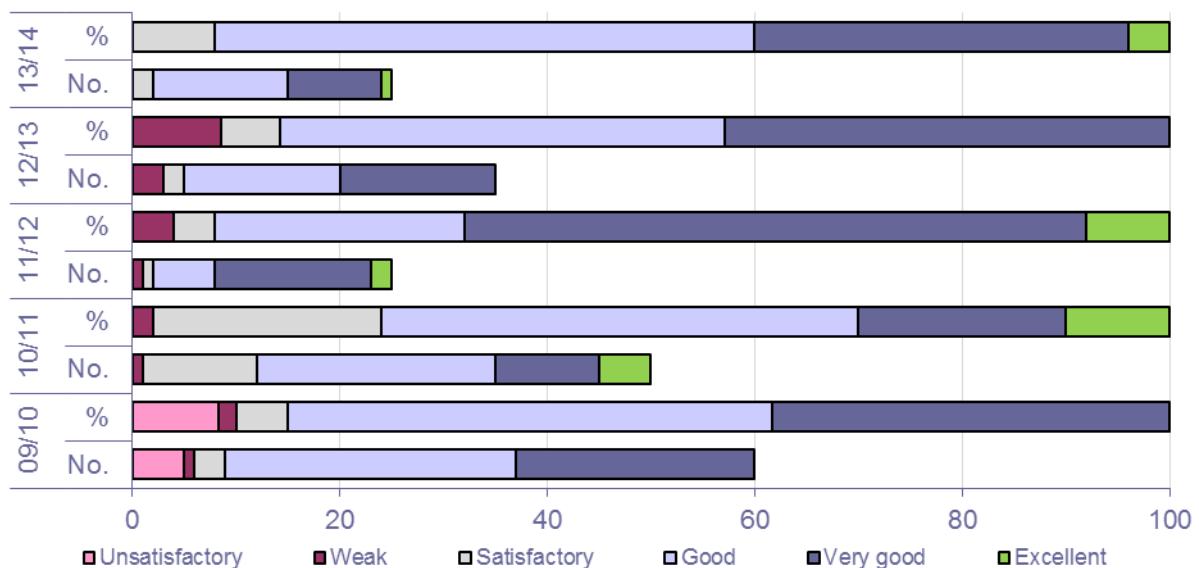
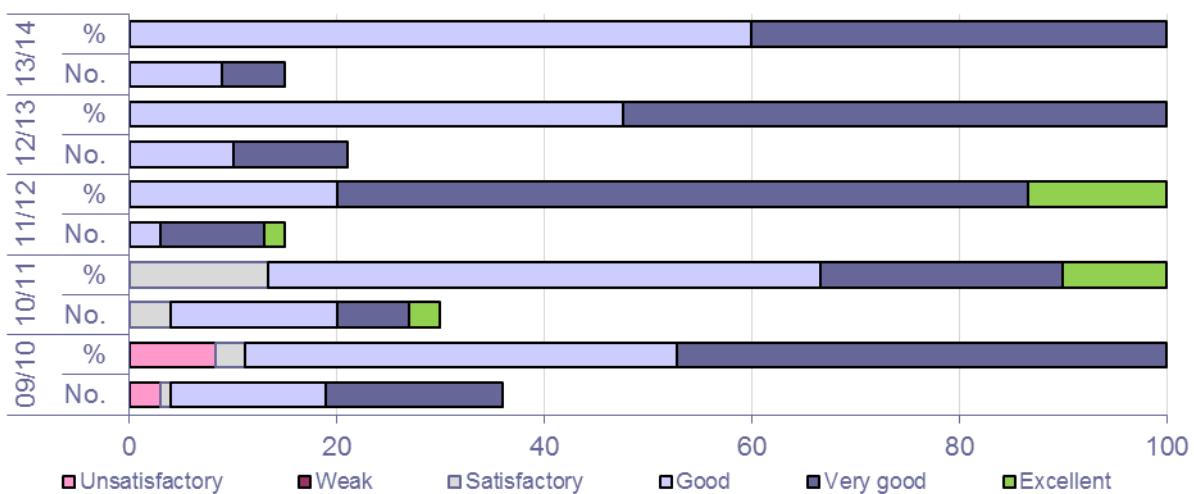


Figure 1b: Summary of Grades Awarded (Core Quality Indicators)



2.6 Primary Schools

2.7 Table 2 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the primary sector. Three primary schools have been inspected during academic session 2013/14 and 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				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	8	5	6	3	9	4	5	5	3
Learners' experiences	11	8	5	6	3	10	6	5	5	3
Meeting learning needs	11	8	5	6	3	9	4	5	4	3
Core Quality Indicators	32	24	15	18	9	28	14	15	14	9
The curriculum	11	8	5	5	3	9	3	4	5	3
Improvement through self-evaluation	10	8	4	5	3	9	3	4	4	3
All Quality indicators	53	40	24	28	15	46	20	23	23	15
Total Number of Quality Indicators	55	40	25	30	15					
Total Number of Inspections	11	8	5	6	3					
Total schools with positive evaluations*	10	8	5	6	3					

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



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

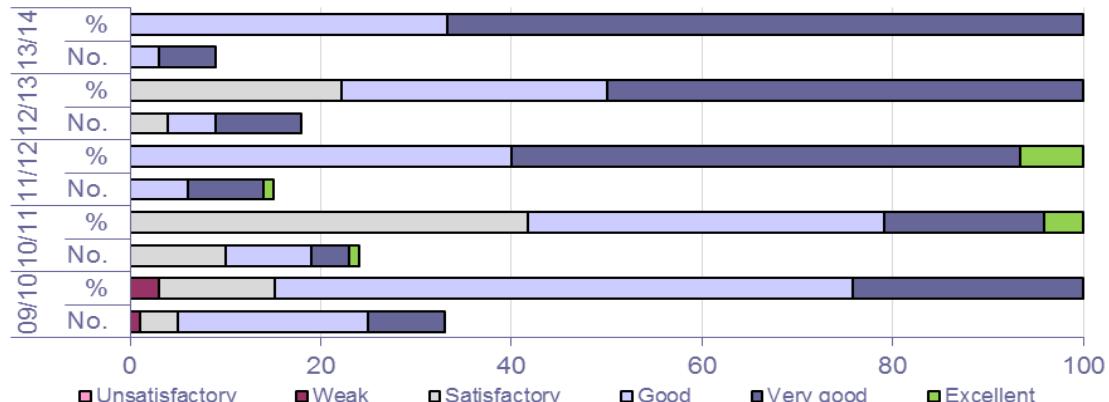


Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector. Two secondary schools have been inspected during academic session 2013/14, both were evaluated as good or better in relation to all five quality indicators.

Table 3: Secondary Overview by Performance Indicator

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

1. Learning Communities

- 1.2** The quality indicators used by community learning and development providers, partners and inspectors to judge what is good and what needs to be improved in the learning community were updated in 2012 and are set out in *How Good is Our Community Learning and Development?2*.
- 1.3** Since 2008 six inspections have taken place. Table 4 below summarises performance against the quality indicators for each inspection. Care should be taken in comparing the results of inspections for Blairgowrie, Breadalbane and Crieff with previous inspections. New indicators related to the Strategic Guidance for Community Planning Partnerships (CLD) with a more focussed inspection of partnership working, planning and evaluation and local Community Planning. This relates particularly to collection and analysis of data and joint planning of CLD and partners to meet outcomes.

As a Cultural and Community Services denominational school, CLD worked with and contributed to the St. John's Academy Inspection in terms of how well children and young people learned and achieved and were supported to develop and learn within the Campus and through partnerships. In particular a focus on increased engagement with the community, achievement through awards and volunteering and the development of skills for learning, life and work were highlighted.

1.4 In addition to recognition of the very good impact on the lives of individuals, families and resilient communities, the following improvement actions have been identified further to the inspection of the learning community surrounding Crieff High School:

- Enable all partnerships to work together to create a shared vision for the community.
- Capture and analyse the total learning offer across the community to inform the creation and monitoring of shared priorities.
- Further develop the coherence of learning opportunities across providers to support outcomes for young people and the wider community.

Table 4: Learning Community, Summary of Quality Indicators 2008-2014

Learning community surrounding.....	Pitlochry High School 2008	Perth Academy 2010	Kinross High School 2011	Blairgowrie High School 2012	Breadalbane Academy 2013	Crieff High School 2014
2012 QI: Improvements in performance	Good	Good	Good	Good	Satisfactory	Good
2012 QI: Improving services	Good	Good	Very Good	Very Good	Satisfactory	Good
2012 QI: Impact on participants				Very Good	Very Good	Very Good
2012 QI: Impact on the local community				Very Good	Very Good	Very Good
Impact on young people	Very Good	Very Good	Very Good			
Impact on adults	Satisfactory	Very Good	Very Good			
Impact of capacity building on communities	Satisfactory	Good	Very Good			

2. CONCLUSION AND RECOMMENDATION

- 4.1** Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.
- 4.2** It is recommended that the Executive Sub-Committee of Lifelong Learning Committee:
- (i) scrutinises and comments as appropriate on the contents of the report.

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Approved

Name	Designation	Date
John Fyffe	Executive Director (Education and Children's Services)	14 th August 2014

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ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

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

This report relates to Objective No (ii) 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

6 BACKGROUND PAPERS

- 6.1 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.

7 APPENDICES

	<u>Honeypot Children's Nursery</u>
Appendix 1a	Education Scotland and Care Inspectorate Inspection Summary
Appendix 1b	Education Scotland Inspection Letter
Appendix 1c	Extended Learning and Achievement Visit Report, April 2013
	<u>St John's RC Academy and Nursery Class</u>
Appendix 2a	Education Scotland Inspection Summary
Appendix 2b	Education Scotland Inspection Letter
	<u>Muthill Pre-School Group</u>
Appendix 3a	Education Scotland and Care Inspectorate Inspection Summary
Appendix 3b	Education Scotland Inspection Letter
	<u>Crieff High School</u>
Appendix 4a	Education Scotland Inspection Summary

Appendix 4b	Education Scotland Inspection Letter
Appendix 4c	Extended Learning and Achievement Visit Report, August 2012
	<u>Royal School of Dunkeld Primary School and Nursery Class</u>
Appendix 5a	Education Scotland and Care Inspectorate Inspection Summary
Appendix 5b	Education Scotland Inspection Letter
Appendix 5c	Extended Learning and Achievement Visit Report, September 2012
	<u>Learning Community Surrounding Crieff High School</u>
Appendix 6a	Education Scotland Inspection Report
Appendix 6b	Partnership Self-Evaluation Summary Paper
	<u>Paint Pots Nursery</u>
Appendix 7	Care Inspectorate Inspection Report on the Day Care of Children

HONEYPOD CHILDREN'S NURSERY EDUCATION SCOTLAND AND CARE INSPECTORATE INSPECTION SUMMARY

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement, evaluations against the quality indicators and grades against the quality themes following the inspection of the Honeypot Children's Nursery by Her Majesty's Inspectorate (HMI) and the Care Inspectorate in February 2014.

2 PARTICULAR STRENGTHS OF THE PRE-SCHOOL CENTRE

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

- Happy, confident and settled children who enjoy their nursery experience.
- The nurturing and caring ethos throughout the nursery.
- The quality of relationships between children, staff and parents.

3 AREAS FOR IMPROVEMENT

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

- Continue to develop the curriculum to fully reflect children's interests and ensure they have the right amount of challenge.
- Use existing self-evaluation processes in a more focused way to improve outcomes for children.

4 HMI QUALITY INDICATORS

Evaluations for the Honeypot Children's 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	satisfactory

5 CARE INSPECTORATE QUALITY THEMES

Gradings for the Honeypot Children's Nursery:

Quality of care and support	good
Quality of environment	good
Quality of staffing	good
Quality of management and leadership	good

6 CONCLUSION

HMI and the Care Inspectorate will make no further visits in connection with this inspection.

For further information contact:

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

1 April 2014

Dear Parent/Carer

**Honeypot Children's Nursery - Scone
Perth and Kinross**

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 head of centre 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 head of centre 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 how staff support children to develop skills in language and communication. As a result, we were able to find out how good the pre-school centre is at improving children's education.

How well do children learn and achieve?

Children in the nursery learn and achieve well. They are settled and happy in their playrooms. Babies and toddlers are sensitively supported by staff as they explore and develop their independence. They have fun and enjoy taking part in sensory activities such as playing with musical instruments and splashing in puddles. Children aged three to five years are motivated and enjoy their learning in nursery. They talk with staff about their interests and what they would like to learn about. Staff recognise that learning experiences could reflect children's interests more fully. Aspects of children's learning are recorded in their individual folders. Children now need to be more involved in planning and recording their own learning. This will help children know themselves as learners.

Children are making good progress in early literacy and numeracy. Through the enjoyment of songs and rhymes the youngest children are developing a good range of language. The older children show a keen interest in early writing. A few children enjoy creating their own stories using picture stones. Children talk confidently with each other and adults. They enjoy sharing their recent learning experiences, for example a trip to local woodland. Children enjoy listening to stories being read to them. A few children confidently retell a favourite story using puppets. Children aged two to three years explore shape through matching and sorting. The older children use an interesting range of materials to create their own patterns. Outdoors,

a few children use their understanding of early numeracy to correctly sequence number logs. Children now need to develop their skills in early literacy and numeracy in more aspects of their play.

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

Staff working with the youngest children make increasingly effective use of national guidance to help them plan for children's learning. In the playroom for children aged two to three, staff have worked together with the local authority and support staff from the nursery group to successfully improve the learning experiences provided. In the playroom for children aged three to five staff are developing the curriculum to take account of Curriculum for Excellence. They provide a range of learning opportunities that are based on play. Staff understand that they need to plan what children are going to learn in a more focused way that reflects children's interests. The curriculum needs to provide greater depth, choice and challenge in children's learning. A significant minority of children would benefit from more challenging activities. The ongoing development of the garden is enhancing opportunities for children to learn in a different environment. Children's experiences in information and communications technology could be improved to allow children's skills to be developed in a wider range of situations. Transition arrangements from nursery to local primary schools help children feel secure as they move on. This now needs to be developed further to ensure that what children already know is built upon. Staff know children very well and sensitively support their social and emotional needs. The quality of interaction promotes a supportive and caring ethos which helps children feel safe and secure. Staff work closely with parents and encourage them to be involved in their children's learning, for example taking part in 'Parent Matters' and stay and play sessions. Where children require additional support to learn they are effectively supported by staff. Parents expressed that they find staff very approachable and appreciate the support that they and their children receive.

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

Management and staff are committed to bringing about improvements to the nursery. They are becoming more reflective about the work of the nursery and children's learning. The manager needs to revise self-evaluation procedures making them more robust to ensure that all children make the progress they are capable of. The views of parents are actively sought and acted upon, for example recent development of the outdoor learning area. Staff work well as a team. They are now ready to be more involved in and lead improvements in the nursery. The manager has a clear vision for the continued improvement of the nursery and together with staff is well placed to continue to develop and improve the nursery.

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

- Happy, confident and settled children who enjoy their nursery experience.
- The nurturing and caring ethos throughout the nursery.
- The quality of relationships between children, staff and parents.

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.

- Continue to develop the curriculum to fully reflect children's interests and ensure they have the right amount of challenge.
- Use existing self-evaluation processes in a more focused way to improve outcomes for children.

What happens at the end of the inspection?

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

Barbara Daly
Managing Inspector

Arlene Cattigan
Care Inspectorate Officer

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/HoneyPotChildrensNurserySconeSconePerthandKinross.asp>

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

**Extended Learning and Achievement Visit
Honeypot Nursery Scone
23 and 25 April 2013**



BACKGROUND

Perth and Kinross Education and Children's Services (ECS) is in partnership with the Honeypot Nursery in Scone to provide Early Learning and Childcare for children aged three to five years old.

The centre is subject to external scrutiny by Education Scotland (HMI) with evaluations awarded for national performance indicators based on the provision for three to five year olds. The Care Inspectorate regulates the service measuring against the National Care Standards. These inspections take account of the entire service and are carried out on a risk assessed basis but are normally no longer than two years apart.

The centre is subject to support and challenge from ECS through the Centre Improvement Framework with regular quality assurance and support visits. Each visit has a clear focus on aspects of the centre's work which is based on improvement planning and self evaluation. A Partner Provider Support teacher regularly visits the centre to provide children with access to a teacher and to support staff in developing learning and teaching. An Early Years Development teacher supports transition and moderation within a locality model.

OVERVIEW

The Honeypot Nursery in Scone has seventeen babies under two, twenty five children aged between two and three years old and forty children aged between three and five years old currently registered with the centre. Attendance patterns vary, however at any one time there are no more than thirteen babies, twelve two to three year olds and twenty one three to five year olds in attendance.

To support the centre in the process of self-evaluation, a team of one Quality Improvement Officer and one Education Support Officer (School Improvement) visited Honeypot Nursery Scone on the 23 and 25 April 2013. 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. The visit began with a self evaluation discussion which was led by the centre manager. This, together with the Centre Report for 2012-13 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 happy, settled and confident in their learning and are developing skills appropriate to their age and stage of development. They happily approach adults when playing and also to share their learning.
- Most children are making good progress in developing skills in early numeracy and mathematics. Most children can sort, match, count and identify shapes and colours. Most children are beginning to recognise numerals and a few understand the value of numbers to 5 and beyond.
- Almost all children make comparisons and are developing mathematical language. For example the flower pot game supports children to further develop counting skills, number recognition and sequencing. They confidently use their skills in real life contexts, for example writing prices for plants on sale in the garden centre.
- Most children are developing good skills in listening and talking. They participate in story telling sessions and readily take part in discussions. Most children are mark making and many are beginning to write letters and sometimes words with adult support.
- Children work well together and talk about their learning as they work in small groups or pairs. They confidently work with staff and visitors and are making friendships with other children.
- The centre focuses on promoting healthy lifestyles by providing well balanced, nutritious snacks. Staff encourage healthy eating through use of appropriate storybooks and discussions and follow these up with tasting sessions.

Areas for Improvement

- Continue to develop appropriate next steps for individual children to indicate the link with the learning and to ensure appropriate pace and challenge.
- Continue to develop children's folders to tell the story of their learning and progress and make them more accessible for children and parents.
- Develop a mechanism to recognise and celebrate individual children's achievements at nursery and at home.
- Further develop staff awareness, involvement and understanding of the priorities in the Centre Improvement Plan and how these impact on practice.

- Embed knowledge and practice of Restorative Approaches to help staff support children in their interactions with each other.

LEARNING

Strengths

- Staff have made important and well judged improvements to the learning environment and provide a good range of well planned experiences to support children's learning across the curriculum.
- Almost all children choose confidently, become engaged in their learning and sustain interest. They work well independently and during adult led activities.
- The staff team work very well together to create a relaxed and friendly environment where children are comfortable and happy. They are sensitive to children's emotional, personal and social needs and provide sensitive support to families.
- Staff have a heightened awareness of language strategies following Perth and Kinross Talk, Listen and Communicate (TLC) training and accreditation which is impacting positively on staff/child interactions and children's early communication skills.
- There are good opportunities for parents/carers to support children's learning through involvement in the life of the centre. Parents/carers and grandparents visit the centre to share their work experience including a police officer and an ambulance driver. They are also encouraged to visit for stay and play and storytelling sessions.
- 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.
- Staff liaise closely with external agencies to seek guidance and advice to help them provide additional support for children where this is required.
- The centre works very well with their visiting support teacher to take forward aspects of learning and this is impacting positively on children's experiences and progress.
- Development of the outside area has greatly enhanced opportunities for learning across the curriculum e.g. Children are encouraged to make their own signs for the plants, and monitor their growth. Guttering is used to investigate the flow of water and the tepee provides opportunities for role play and storytelling.

Areas for Improvement

- Continue to plan learning to take account of the principles of curriculum design and use these to monitor the breadth and quality of learning experiences.
- 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.

- Continue to build on the links with the local primary school which allow staff to visit with the children on an annual basis to support the transition process and continue to welcome staff from a variety of primary schools to support transition for those children going to other schools.
- Further involve parents in their children's learning by sharing progress through the learning journey folders, parent's evenings and in the ongoing evaluation of the service.
- Continue to access the Early Years Development Teachers across the localities to support transition and moderation.

LEADERSHIP

Strengths

- The owner, area manager, centre manager and the entire staff team have worked together to improve the learning environment both inside and outside resulting in enhanced learning experiences for children.
- The manager and staff work well together and make a good staff team. Recently appointed and established members of staff have made positive contributions to the overall improvement of the service.
- The manager and staff have begun to evaluate their practice within the framework of Getting it Right for Every Child (GIRFEC).
- Regular opportunities are given for all staff to meet across the four Honeypot nurseries to share practice, engage in professional discussion and evaluate their practice overall.

Areas for Improvement

- Continue to strengthen the involvement of all staff, children and parents in evaluating and improving the centre.
- 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.
- Senior management need to support all staff in their understanding of national developments and how these translate into practice.

Children aged 0-3

Strengths

- Babies and very young children are well looked after, happy and content.
- Young children confidently approach visitors and show their toys. They are secure in the caring environment created by staff whose interactions are positive and encouraging.

- They enjoy playing and investigating a range of natural materials indoors and in the enclosed garden.
- Staff are developing their understanding of the Pre-Birth to Three agenda. Following training sessions accessed through ECS and internal training, staff are implementing strategies such as singing, use of natural materials and communication.
- Routines are made enjoyable and fun through singing. For example staff sing to children when changing nappies and sweeping up sand.
- Staff discuss individual children's routines with parents and follow their wishes. Daily discussions and diaries are used to inform parents about their children's day.
- Arrangements for younger children making the transitions between rooms are well established and effective.

Areas for Improvement

- In the 2-3 room staff should review and adjust the environment and ensure all staff understand and implement local Pre Birth to Three guidance to support them in planning more sensory and nurturing experiences for children.

Conclusion

The Honeypot Nursery in Scone is a centre where children are happy and well cared for. The owner, manager and staff are focused on continuously improving the service for children and their families. This is demonstrated by the recent improvements to the learning environments throughout the nursery.

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

Management and staff should continue with the positive progress they have made and take account of the areas for improvement in this report when developing the Centre Improvement Plan for 2013-14.

[HMI Report](#)

Reporting Officer: Kathleen Robertson, QIO

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Email: krobertson@pkc.gov.uk

ST JOHN'S RC ACADEMY 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 St John's RC Academy and Nursery Class by Her Majesty's Inspectorate (HMI) in February 2014.

2 PARTICULAR STRENGTHS OF THE SCHOOL

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

- Children's and young people's behaviour and positive attitudes to learning.
- High-quality care and welfare reflected in caring, respectful relationships across the school.
- Wide-ranging partnerships which enhance pupils' learning and achievement.
- Young people's attainment in the senior phase.
- Self-evaluation and leadership at all levels which is leading to continuous school improvement.
- The headteacher's effective leadership of improvement and change.

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:

- Improve approaches to planning progression in children's and young people's skills across all areas of the curriculum.
- Improve the curriculum in the nursery through increased outdoor learning and learning in the local community.
- Ensure consistently high-quality learning and teaching that meets young people's varying needs and abilities.

4 QUALITY INDICATORS

Evaluations for St John's RC Academy and Nursery Class:

St John's RC Academy Nursery Class:

Improvements in performance	good
Childrens' experiences	good
Meeting learning needs	good

St John's RC Academy:

Improvements in performance	very 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	very good

5 CONCLUSION

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

For further information contact:

St John's Academy (Primary)

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

St John's Academy (Secondary)

Michael Conlon, Quality Improvement Officer, Education Services (ext 77851)

1 April 2014

Dear Parent/Carer

**St John's RC Academy 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, children and young people and worked closely with the headteacher and staff. We wanted to find out how well children and young people are learning and achieving and how well the school supports children and young people 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 the school supports progression in young people's learning at times of transition, teachers' use of tracking and monitoring of young people's progress, and the school's partnerships with the wider community. As a result, we were able to find out how good the school is at improving children's and young people's education.

How well do children and young people learn and achieve?

Across the nursery, primary and secondary stages, children and young people are polite, welcoming and well-behaved. Almost all feel safe and well cared for by staff across the campus. At all stages, positive relationships and high expectations are a strong feature of learning, and to which children and young people respond well. Children and young people enjoy the many opportunities to work in pairs and groups in classes and during out-of-class activities. In the nursery classes, children are developing independence through serving their own snacks, tidying up and getting ready to go outside. We have asked staff to include the children more in planning learning that promotes curiosity and encourages early problem-solving skills, including through increased engagement with the local community. Across the primary and secondary stages, almost all young people feel that school is helping them to become more confident. As a result of well-focused learning conversations with class teachers and tutors, most young people are aware of their progress and skills across the curriculum and know how to improve. Staff now need to ensure this happens consistently for every class across the school.

Young people have a strong voice in the school through the various councils and committees which contribute to school improvement. There is scope to include the nursery classes more fully in these and other whole-school projects. Children and young people are improving their health and wellbeing through the wide range of cultural and sports activities through which many achieve awards. Many young people confidently lead activities which support their peers and others in the local community to achieve. They are developing important skills for learning, work and life. For

example, the Sports Ambassadors are increasing awareness of health and wellbeing across the campus. Those involved in the Youth Philanthropy Initiative are developing enterprise skills which enable them to support local and national charities. As a result of the strong Catholic ethos within the school, children and young people have a sense of responsibility to others which is demonstrated through their significant fundraising and volunteering activities. Working with community learning and development staff, the school supports young people to build helpful profiles of their achievements in school and in the wider community.

The development of the all-through school within the community campus has meant a period of significant change for the whole school community. Throughout this period, children's and young people's achievements have continually improved. There have been significant improvements in young people's performance in national examinations from S4 to S6. Children and young people demonstrate good listening and talking skills and apply them in all areas of their learning. In the nursery, for example, children described how they grew potatoes and used them to make mash. Others could talk about different shapes and compare objects by size and weight. They enjoy story books and use non-fiction texts to follow their interests, for example, by looking up recipes in the home corner. At the primary and secondary stages, most young people can make their own notes from texts and presentations and use them well to write for a range of purposes across the curriculum. They often apply their literacy skills in challenging real-life contexts such as the mock court case which children in P7 found particularly motivating. Staff recognise the need to improve young people's mathematics skills across the primary stages. From S1 to S3, young people build very well on their previous learning and achievements. Most are making very good progress. From S4 to S6, the school consistently performs very well in national examinations. Children and young people who are learning English as an additional language achieve well in the school. Almost all young people secure a positive post-school destination.

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

Staff provide strong pastoral care and support for the children and young people. Staff work well with a range of partner agencies who contribute effectively to children's and young people's development. Staff and partners provide good support which enables children and young people with additional support needs to progress in their learning. Good examples of this include the school's partnership with a local Polish school and support for learners with dyslexia. Staff working in the nurture room provide a calm, supportive environment which is helping children feel more confident and secure in the school. Better teamwork across the pupil support team and recent developments in tracking and monitoring are giving staff a fuller understanding of children's and young people's strengths and learning needs. In almost all classes, staff respond to individual children and young people by adapting activities and dialogue during play sessions and lessons. Staff need to improve how they plan learning to meet the differing needs of their pupils. There is scope to use questioning better to ensure all children and young people are appropriately challenged. A strong programme of peer mentoring in mathematics supports young people to increase their skills through one-to-one support from students in S1 to S6.

From nursery to S3, the curriculum provides children and young people with a broad range of learning experiences which promote enjoyment and allow them to follow their own interests. The school makes effective use of the 3-18 campus to increase opportunities for children and young people by sharing staff and pupil expertise across the different stages. Parents and other visitors support and extend children's learning in the nursery and primary classes, for example through sharing stories of the past or about the jobs they do in the community. Children benefit from the high-quality campus learning facilities including the community library and the dance studio. Children transferring from nursery to P1 benefit from the shared play experiences and joint working of staff at these stages. We have asked the school to strengthen this work as staff further develop their understanding of the early level of Curriculum for Excellence.

At the primary and secondary stages, teachers provide good opportunities for children and young people to work on projects which link different subject areas together. Young people often find this learning relevant and engaging. Staff should continue to improve how they ensure progression in learning across the different curriculum areas. Secondary teachers deliver drama, a modern language, physical education, design and technology, music and art to some primary classes. This is extending young people's knowledge and skills in these areas and supports them well in the move from P7 to S1. Young people in S3 deepen their learning and specialise in a number of chosen areas through master classes. From S4 to S6, young people follow curriculum pathways which suit their needs and abilities. Through the tutor group programme, young people access high levels of personal support from staff who know them well. Successful partnerships with employers and other learning providers are supporting the school to provide a growing range of experiences which enhance young people's skills for learning, work and life. Children and young people benefit greatly from the many wider curriculum activities run by staff and through the Sports Comprehensive run with a neighbouring school. Young people benefit from the increased opportunities for learning and achievement as a result of the Perth City Campus which enables them to study for qualifications available at other schools in the city.

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

The school is a strong community of faith. Effective partnerships with the local parishes and diocesan staff support the school well to celebrate and further develop its Catholic ethos. The community campus is a lively hub of successful learning for the children, young people and adults of the local community and from across Perth and Kinross. The headteacher provides strong leadership and direction to the school. She demonstrates significant skills in the management of people and resources to achieve the best outcomes for all learners. She is ably supported by the team of deputies all of whom demonstrate leadership in their roles. All staff are reflective and keen to give their best to the children and young people. They work well in teams across the various stages and with partners to evaluate their work and set priorities which are supporting the school well to continue to improve. Staff at all levels value the views of children, young people, parents and other partners. The school is aware of the need to continue reviewing and improving communication with parents. Children's and young people's learning is enhanced as a result of the regular engagement of staff in professional learning to extend their skills and expertise.

This inspection found the following key strengths.

- Children's and young people's behaviour and positive attitudes to learning.
- High-quality care and welfare reflected in caring, respectful relationships across the school.
- Wide-ranging partnerships which enhance pupils' learning and achievement.
- Young people's attainment in the senior phase.
- Self-evaluation and leadership at all levels which is leading to continuous school improvement.
- The headteacher's effective leadership of improvement and change.

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.

- Improve approaches to planning progression in children's and young people's skills across all areas of the curriculum.
- Improve the curriculum in the nursery through increased outdoor learning and learning in the local community.
- Ensure consistently high-quality learning and teaching that meets young people's varying needs and abilities.

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 evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further. We will work with the school and Perth and Kinross Council in order to record the innovative practice and share it more widely.

Patricia Watson
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/StJohnsRCAcademyPerth.asp>

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MUTHILL PRE-SCHOOL GROUP
EDUCATION SCOTLAND AND CARE INSPECTORATE INSPECTION SUMMARY

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement, evaluations against the quality indicators and grades against the quality themes following the inspection of the Muthill Pre-School Group by Her Majesty's Inspectorate (HMI) and the Care Inspectorate in March 2014.

2 PARTICULAR STRENGTHS OF THE PRE-SCHOOL CENTRE

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

- Happy, confident children who clearly enjoy their learning.
- Children's achievements and progress.
- Teamwork amongst staff which is resulting in high quality provision.
- Partnerships with parents.
- Leadership of the pre-school manager.

3 AREAS FOR IMPROVEMENT

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

- Continue to improve the curriculum through refining the arrangements for self-evaluation.
- Care plans should detail the identified needs of individual children and show a clear plan of how staff should respond to these needs during the child's time within the service and in particular during emergency situations.
- The provider must ensure that employees meet legislative requirements relating to the *Protection of Vulnerable Groups (Scotland) Act 2007*.

4 HMI QUALITY INDICATORS

Evaluations for the Muthill Pre-School Group:

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

Evaluations for work of the pre school centre:

The curriculum	good
Improvement through self-evaluation	very good

5 CARE INSPECTORATE QUALITY THEMES

Gradings for the Muthill Pre-School Group:

Quality of care and support	very good
Quality of environment	very good
Quality of staffing	very good
Quality of management and leadership	very good

6 CONCLUSION

HMI and the Care Inspectorate will make no further visits in connection with this inspection.

For further information contact:

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

29 April 2014

Dear Parent/Carer

**Muthill Pre-School Group
Perth and Kinross**

Recently, as you may know, my colleague 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 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 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 planning, children's involvement in their own learning and their wellbeing. As a result, we were able to find out how good the pre-school centre is at improving children's education.

How well do children learn and achieve?

Children really enjoy their learning. As a result of their motivation and involvement in planning their learning, they achieve very well. All children enjoy stimulating learning experiences. They focus very well on their chosen learning for long periods of time. They play exceptionally well with friends. Children are responsible, independent and caring and considerate towards others. They share, cooperate and negotiate with others, often use timers to avoid any potential conflict. Children take on lead roles, for example in completing charts about the weather and days of the week. Others know what their 'job of the week' is and take this responsibility seriously. Children recall learning outwith the pre-school very well. They enjoyed telling inspectors about their pets, about helping with lambing on the farm and how they were going to spend the afternoon. They enjoy learning about and using technology. Others learn very well about the world of work when acting out different characters in the 'hospital' or when using their imagination with toy animals on the 'farm'. Children concentrated well when making 'kennels' for their dogs at the craft area. They are very well involved in planning, reviewing and discussing regularly with staff their learning. This is recorded in children's individual folders. Staff have recognised that they could improve how they record and track children's progress and have already started to address this. All parents are very supportive of their children's learning. They work exceptionally well with staff as valued partners in their children's learning.

All children are progressing very well in early literacy and in numeracy and mathematics. Overall, they listen attentively and talk confidently with other children and adults. They use picture clues to work out nursery routines, to self-register and to ‘read’ snack menus. Others enjoy looking at illustrations in books and ‘reading’ stories. They enjoy making their own books about pirates and being involved in making a whole group story about treasure. Children make marks and explore different letters when playing. They recognise their own names in print and a few can write it or identify a few letters from it. The pre-school’s focus on numeracy is having a positive impact on children’s progress. They enjoy counting and recognising numbers. A few use correct mathematical language when designing and making models. There is scope for children to continue to develop their awareness and use of mathematical language to further their progress. Overall, children are developing and applying their literacy and numeracy skills well when playing. They are developing a very good awareness of aspects of health and wellbeing.

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

Children’s needs are very well met. Staff are sensitive to children’s specific needs and work very well with parents and other agencies when appropriate to ensure that they meet children’s needs. Staff take careful account of children’s experiences and record these in personal folders. All children benefit from support and challenge from staff in their learning. A few are capable of more demanding experiences. Staff recognise that they could do this better through refining their planning systems. Pre-school routines offer an appropriate balance between sessions led by adults and those where children take the lead. Parents are extremely pleased with the pre-school and what staff do for their children. Parents feel their children are progressing very well through productive partnerships with staff.

Children are developing a range of different skills and acquiring knowledge as a result of staff giving them varied experiences in line with the national Curriculum for Excellence. Children benefit from daily outdoor experiences. Staff recognise the need to develop further children’s skills through more energetic activity. They are actively seeking ways to do this. Staff also need to provide children with more regular experiences in music, in addition to the fortnightly visits from a specialist. They review regularly the planning arrangements to ensure that individual children develop skills and knowledge based on their needs. The manager recognises the need to continue to refine and improve these to ensure that children develop skills and knowledge in different curricular areas. The pre-school has appropriate arrangements to help support children when they start nursery and when they move to P1. Plans to use the local hall for more energetic activity is also part of this as primary-aged children access the facility for physical education.

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

The manager provides clear leadership and direction for children’s development and learning. With staff, she is keen to continue improving the pre-school and children’s experiences. The parent council have the highest regard for staff and support the pre-school very well. They require to ensure that they are fully aware of what is expected in terms of staff recruitment processes. Staff are very reflective and

teamworking amongst them is strong. Together, they review and evaluate on a regular basis children's learning experiences. Parents and increasingly children, are consulted regularly about the quality of nursery provision. Parents' views about improvement are much valued, and in particular feedback received through the 'question of the month'. They provide valuable information about children's achievements at home. Staff track children's progress. There is scope to review and make more use of information gathered to support ongoing improvements. Staff recognise that visits to other pre-school settings would be useful in identifying and sharing effective practice to improve further children's learning experiences.

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

- Happy, confident children who clearly enjoy their learning.
- Children's achievements and progress.
- Teamwork amongst staff which is resulting in high quality provision.
- Partnerships with parents.
- Leadership of the pre-school manager.

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.

- Continue to improve the curriculum through refining the arrangements for self-evaluation.
- Care plans should detail the identified needs of individual children and show a clear plan of how staff should respond to these needs during the child's time within the service and in particular during emergency situations.
- The provider must ensure that employees meet legislative requirements relating to the *Protection of Vulnerable Groups (Scotland) Act 2007*.

What happens at the end of the inspection?

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

Moira Cummings
HM Inspector

Lindsay Crombie
Care Inspectorate Officer

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/MuthillPreschoolGroupMuthillPerthandKinross.asp>

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CRIEFF HIGH 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 Crieff High School by Her Majesty's Inspectorate (HMI) in March 2014.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following key strengths of the school:

- Confident, enthusiastic and self-motivated young people who are achieving well.
- The headteacher's commitment to developing partnerships between the school, the campus staff and the wider community.
- The commitment of staff to improving outcomes for young people.
- The attractive, well-resourced environment for 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 school:

- Continue to ensure improvements for young people through self-evaluation with partners.
- Continue to improve the quality of learning and teaching to meet the needs of all young people more effectively.
- Continue to develop the curriculum to enable young people to attain as highly as possible.

4 QUALITY INDICATORS

Evaluations for Crieff High School:

Crieff High School:

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

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

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:

John Devine, Quality Improvement Officer, Education Services (ext 76221).

3 June 2014

Dear Parent/Carer

**Crieff High School
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 young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people 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 outdoor learning, self-evaluation, support for pupils and opportunities for leadership. As a result, we were able to find out how good the school is at improving young people's education.

How well do young people learn and achieve?

Young people are enthusiastic learners and achieve well in the school, which is an attractive, well-resourced environment for learning situated within Strathearn Community Campus in Crieff. The campus includes facilities shared with the community such as a library, swimming pool and games hall. In addition, staff from a range of services and agencies are based at the campus, to deliver services on a partnership basis on site or in the wider community. Young people are confident, well behaved, have good relationships with staff and enjoy their learning. Almost all feel safe and well cared for and contribute well to the life of the school and the local community. Most teachers use a range of teaching approaches to create lessons that engage young people and help them to develop their enquiry skills. Teachers' explanations and instructions are clear and there is consistent use of praise to encourage young people to achieve to the best of their ability. In a few lessons teachers need to plan tasks and activities which are more challenging and develop young people's abilities to think more critically. Young people have a good range of opportunities to help shape the development of the school, through committees such as the School Improvement Group. They have the capability to take an even greater role in improving the school's work and in leading learning activities within lessons.

Outdoor learning experiences support young people well to understand and apply their learning in real-life situations. Their experiences are enriched by the range of visits, trips and residential visits which are organised for them, including the Lessons of the Holocaust programme which takes young people to visit Auschwitz, global partnerships and the World War One battlefields visit. Young people are achieving well across a range of sports and cultural activities provided within the school and local

community. There are opportunities for young people to develop leadership skills in these areas. Those involved in volunteering and raising funds for local, national and international charities demonstrate a commitment to the care and welfare of others. The school celebrates the achievements of its young people in a number of ways including the headteacher's daily blog and an annual awards ceremony. The school should continue to develop strategies to capture and profile young people's skills and achievements so that teachers can take account of these when planning lessons. Young people should be made more aware of the skills for learning, life and work that they are developing within the classroom and through their achievements.

Young people are making suitable progress in their learning from S1 to S3. There is scope to improve the pace of learning and level of challenge at these stages. At S4 and S5, the school performs consistently above national averages and in line with schools which serve young people with similar needs and backgrounds. At S6, young people make very good progress in their learning. The school generally performs better than those schools which serve young people with similar needs and backgrounds and consistently above national averages. There is room for improvement in performance from S4 to S6 which could be achieved through increased pace and challenge and raised expectations for all young people.

How well does the school support young people to develop and learn?

Young people are well supported to develop and learn. The school is continuing to develop its curriculum to reflect national and local advice relating to Curriculum for Excellence. Teachers have designed courses to provide relevant and meaningful learning experiences to meet the needs of young people. Staff should continue to evaluate and develop the curriculum to improve progression in young people's learning from S1 to S6. Teachers have worked hard to ensure young people can succeed with gaining new qualifications at National 3, National 4 and National 5 levels. The school also has a good range of Higher and Advanced Higher courses available for young people in S5 and S6. Staff should continue to develop approaches to interdisciplinary learning so that young people can make connections between different areas of learning. The school is making good progress with developing young people's literacy skills across their learning. There is more work to be done to ensure they develop their numeracy skills and health and wellbeing across the curriculum. Staff should continue to develop links with primary schools to ensure that all learning in S1 provides progression in young people's knowledge, understanding and skills.

In most lessons, young people are suitably challenged and supported by learning activities. However, in a few classes, the pace of learning is too slow for some young people and teachers are not consistently meeting the needs of all learners. Support for learning staff provide good support for young people with additional support needs in subject classes and in small groups. Young people with more complex needs are sensitively supported. Support for learning staff run a successful nurture class where young people are helped to develop their social skills. They now need to work more with teachers to improve learning for all young people. They should continue to provide professional learning opportunities for teachers to ensure that young people with additional needs receive the support they need across the school. The school works well with partner agencies to meet young people's needs and makes good provision for young people with autism. These young people respond well to the

school's Therapet dogs, Blaze and Orchid, who are specially trained to promote health, hope and healing.

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

The headteacher is committed to developing partnerships with campus staff and the wider community to improve the quality of the school's work. The school's approaches to improvement planning are beginning to have a positive impact on young people's learning experiences and achievements. More needs to be done to involve partners in the initial planning stages rather than once the priorities have been confirmed so that their views are taken account of fully. Senior managers hold Business Breaks with groups of young people during morning intervals to discuss how the school can continue to improve. They also have regular meetings with principal teachers to monitor their plans and the progress of their departments. Senior managers are using the information gathered from these activities to plan for improvement. The school has provided good opportunities for staff to lead initiatives including the three teacher groups which are focusing on improving learning and teaching across the school. Almost all parents are happy with the school's work overall. However, they would like the school to continue to improve how it communicates with them. The school has an extensive range of information about the quality of its work. It should now ensure that it makes full use of this information to improve young people's experiences and achievements.

This inspection found the following key strengths.

- Confident, enthusiastic and self-motivated young people who are achieving well.
- The headteacher's commitment to developing partnerships between the school, the campus staff and the wider community.
- The commitment of staff to improving outcomes for young people.
- The attractive, well-resourced environment for learning.

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

- Continue to ensure improvements for young people through self-evaluation with partners.
- Continue to improve the quality of learning and teaching to meet the needs of all young people more effectively.
- Continue to develop the curriculum to enable young people to attain as highly as possible.



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

**Crieff High School
Extended Learning and Achievement Visit Report**

27-29 August 2012

BACKGROUND

To support the school in the process of self-evaluation, an extended team of Quality Improvement Officers, Education Additional Support Officers, and Peer Assessors visited Crieff High School between 27 and 29 August 2012. 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?, The Child at the Centre and How well are children and young people protected and their needs met?

The curriculum areas under scrutiny were Mathematics, Modern Languages, RME, Science, and Skills for Work.

Support for Pupils throughout the school was also a focus for attention.

The team also analysed ERD/CPD (Appendix 1).

The school and department self-evaluations (of the aforementioned departments), School and Department Improvement Plans 2012-13, and attainment data formed the core documentation for analysis and discussion during the visit.

During the Extended Learning and Achievement Visit, the team had discussions with the Headteacher, the Senior Management Team (SMT), Principal Teachers (PTs), teachers, support staff and campus staff, made approximately 50 classroom observations, reviewed documentation including learners' work, shadowed an S3 pupil (Appendix 2) and met with groups of learners and parents.

The strengths and areas for improvement 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.

This report provides a high level summary of the overall strengths and areas for development for the school and for focus departments.

Whole School

ACHIEVEMENT

Strengths

Positive relationships exist between staff and learners, learners feel respected, listened to, supported and enjoy school.

Attendance levels are high and exclusion rates low.

In almost all key performance indicators, at S4, 5 and 6 there is an improving trend.

Opportunities for achievement are varied and plentiful both within and outwith formal curriculum.

There are many opportunities for international educational visits, which several young people reported as being valuable learning experiences that enriched their learning and helped them appreciate their own circumstances.

There is a high level of satisfaction amongst all stakeholders.

Areas for Improvement

A variety of communication channels for parents/carers and young people should be considered, including greater use of the school website.

There is confusion over the purpose of the personal support period amongst staff, parents/carers and learners. Roles and responsibilities need to be clarified and agreed. Continue to clarify and embed the aims of personal support and to support staff in its delivery.

LEARNING

Strengths

Learners benefit from a range of opportunities that arise from partnerships with other campus/community staff eg library; Live Active Leisure.

Most learners are aware of their strengths and needs and are satisfied that their views are taken into account.

Early indications are that learners are benefitting from a degree of personalisation and choice across curriculum areas at end of S1.

In almost all observed lessons, there was a positive climate and mutual respect between staff and learners.

There are good interdisciplinary learning experiences.

Areas for improvement

Whilst there are early indications that the literacy strategy is taking shape, steps should be taken to ensure that this aligns with authority guidance in order that moderation between schools is based on shared understanding.

There is limited progress of a whole school numeracy or health and wellbeing strategy across learning.

Clarification needs to be provided to all stakeholders regarding the coverage of appropriate Broad General Education contexts in S3 and the transition into Senior Phase.

There is lack of consistency and rigour in the use of assessment is for learning practices across all departments.

There is not yet a clear plan in place for opportunities for religious observance.

LEADERSHIP

Strengths

There is shared vision and values across school and campus and campus staff have opportunities to develop closer links with school staff and these are being encouraged more widely to the benefit of learners.

There are some good opportunities for leadership at all levels including many opportunities for young people eg sports clubs run by learners; peer tutoring.

There is some evidence of collegiate working having impact on learners.

There is significant improvement in the number of staff who have engaged in the employee Review and Development process and there is a willingness amongst staff to share expertise/skills with others. Staff feel well supported.

Areas for Improvement

There is limited evidence of a clear, robust cycle of self evaluation that links to school and department improvement planning.

Staff need to be more involved in school improvement planning and ensure that quality indicators inform improvement plans.

Whilst there is a SMT 'open door' policy, Principal Teachers would benefit from further formal SMT support particularly in self-evaluation and improvement planning processes.

Training in SEEMiS for care and welfare staff should be considered.

CONCLUSION

Crieff High School is a school with an innovative approach to providing young people with a number of opportunities. There is a strong sense of community amongst all users of the school and young people feel proud to be part of Strathearn Community Campus and learners in Crieff High School. There is considerable scope for development of underpinning processes, at all levels, of self evaluation and improvement planning.

Mathematics

ACHIEVEMENT

Strengths

S5 Higher attainment is consistently above the National average.

Standard Grade results are consistently in line with, or above, the national average in the last 5 years.

Areas for improvement

More opportunities should be sought to celebrate learner achievements and to raise the profile of the department.

Further work is needed to develop and implement S1-S4 courses in line with national guidelines and, where appropriate, to ensure that Literacy and Health and Wellbeing experiences and outcomes are embedded into learning and teaching.

To ensure progression and challenge, consideration should be given to offering S4 learners who attain a 2/3, the chance to embark on Higher.

Closer scrutiny of tracking and monitoring data should inform presentation/withdrawal decisions.

LEARNING

Strengths

Most teachers are using a variety of methodologies to engage learners.

AiFL strategies were embedded in most lessons with most teachers sharing meaningful Learning Intentions and Success Criteria with learners.

Written and online homework tasks are regularly being used to consolidate learning and build on prior learning.

Effective use is made of mathematics competitions to promote learning.

Areas for improvement

A more consistent approach to using various methodologies across the department is necessary to ensure all learning styles are being met.

Pace and challenge in some lessons needs to be brisker, specifically making sure that all learners are working rigorously for the entire lesson at a level that will help achieve their full potential.

Awareness of CfE levels with learners and staff needs to improve.

LEADERSHIP

Strengths

Teachers in the department show a willingness to work as a team and to contribute to the development needs of the department.

There is a positive ethos within the department and a commitment to improvement.

The Principal Teacher has a good rapport with staff and learners.

Areas for improvement

Opportunities for mathematics teachers to enhance existing whole school transition arrangements should be considered.

There needs to be a collegiate approach and shared ownership with respect to self-evaluation and improvement planning.

CONCLUSION (Mathematics)

There is much good practice within the mathematics department, ranging from teachers' strengths in the classroom to working together to develop and implement new initiatives. This has led to very good SQA results in recent years.

The Principal Teacher should embrace the willingness and commitment of teachers, in order to lead and inspire the department more effectively and ensure that staff are embracing in a consistent manner the changes that are being implemented as a result of Curriculum for Excellence.

Modern Languages

ACHIEVEMENT

Strengths

In 2012 all students achieved at least a general award in French and German.

Attainment at Standard Grade German has been consistently higher than attainment in comparator schools.

Opportunities for wider achievement have been offered through a cultural exchange to Germany and a link with Finland.

Areas for improvement

There is a need to improve attainment in Standard Grade French in order to reverse a negative trend.

Steps should be taken to increase pupil uptake at Higher/Int2 in all languages which is currently below the national average.

There is no evidence of the improvement plan impacting positively on attainment. Self-evaluation processes leading to improvement planning needs to have more focus and rigour.

LEARNING

Strengths

In some lessons, learners were actively engaged in their learning.

The department is taking good steps to allow learners to use language skills in unfamiliar contexts through interdisciplinary learning.

Good links have been made in developing S1 and S2 literacy projects with emphasis on word functions and dictionary skills.

The department demonstrates innovative approaches towards language learning.

Some learners are aware of their progress and how to improve.

Planning of the S1 French course reflects well the principles of Curriculum for Excellence. The application of this model in all languages would embrace the philosophy of broad general education.

There has been positive pupil feedback on the 'Avatar' curriculum development.

A good start has been made to work collaboratively with primary colleagues to plan progression in Modern Languages.

The department has worked closely with the English department to develop progress monitoring sheets.

In most lessons learning intentions were shared with learners.

There was evidence of good pupil teacher relationships in some lessons.

Areas for improvement

All teachers need to ensure that there is sufficient challenge in lesson delivery.

A greater variety of tasks would help to increase pace and improve learners' experiences.

A more rigorous approach to homework should be considered by the department.

Learners should be exposed more consistently to the use of the target language in lessons.

Planning started in S1 French needs to continue in all years to ensure a coherent progression.

The department needs to consistently set high expectations of pupil performance at all levels.

Greater differentiation is required to ensure that all learners achieve their potential.

AifL needs to be further embedded in departmental practice.

LEADERSHIP

Strengths

The Principal Teacher works hard to affect change.

There is a willingness within the department to implement innovation.

Good evidence of peer observation having taken place.

Areas for improvement

Self evaluation needs to become part of the routine system for monitoring to ensure impact on learners.

Improvement planning needs to become more focused with clear outcomes and robust evidence and have clear links with the self-evaluation process.

The department needs to work more consistently as a team to bring about

improvements.

CONCLUSION (Modern Languages)

There was much evidence during the visit of a number of innovative approaches to Modern Language teaching. All staff in the department are committed to improvement and keen to engage with learners in the department. We observed some examples of very good pupil-teacher interaction.

There is a trend of poor attainment in Standard Grade French and Higher Languages. This is combined with poor up-take in S5/6. From observations it became clear that lesson planning needs to ensure that greater pace and challenge be built into every lesson. Learners would respond better if higher expectations were demanded of them. This would include a more rigorous homework policy with more clearly defined tasks.

Crucial to the above is the need for a more focused and manageable Department Improvement Plan with far clearer links to the self-evaluation process.

RMPS Department & Citizenship

ACHIEVEMENT

Strengths

Achievement in relation to STAC data is very positive.

Attainment in Standard Grade is consistently high.

There is good use of departmental CFE portfolios.

The Youth Philanthropy element of the S2 Citizenship course has provided challenge and enjoyment whilst developing progression and relevance in relation to skills development.

Areas for improvement

Access 3/ National 3 is currently not offered to support lower ability learners.

The department needs to look at ways to increase uptake at S1 course choice if numbers are to progress to National 4/5.

Intermediate 2 attainment in 2012 was low and the emerging trend is of a downward nature. Strategies for bi-level delivery should be revisited.

Greater whole school involvement and co-ordination of activities across the school is needed to celebrate successes achieved in the citizenship course.

LEARNING

Strengths

Almost all lessons observed engaged learners and were well planned and resourced.

Lessons are organised to ensure pupil progress.

In most lessons, learners were engaged by use of a wide range of methodologies with particular emphasis on active learning and co-operative learning. A variety of AfL strategies were well executed.

There was good evidence of CfE Broad General Education development and pupils understood the purpose and intention of the lesson and how it related to CfE outcomes and experiences.

Learners stated that RME was challenging and differentiated on their responses.

There was good evidence of monitoring and tracking pupil progress and performance in

the Higher class.

Good use is made of learning logs to support learners and enhance their understanding of the subject.

Areas for improvement

In some lessons the pace of learning could have been brisker to allow for greater pace and challenge in regards to pupil learning experiences.

The department needs to develop a greater transition programme from S4 to S5 to ensure learners partaking in certificate courses in S5/6 are suitably prepared for the pace, challenge and depth of the Higher/Intermediate RMPS courses.

At the point of transitions from P7 to S1, more account needs to be taken of prior learning to ensure progression and avoid duplication of learner experiences.

Whilst in most lessons, teachers did not move on without first checking for understanding of prior content, this was inconsistent and often learners were not engaged in the process.

LEADERSHIP

Strengths

The Principal Teacher has strong leadership skills. There is evidence of an excellent ethos and collaboration between staff and learners.

The Principal Teacher is highly organised and efficient in the recording and retention of information.

There is a shared departmental vision and both members of staff are committed to a process of self-evaluation and reflection in order to inform improvements.

The Principal Teacher has responsibility for overseeing development of Citizenship S1-3 and effectively leads and manages staff across different departments.

The department is proactive in celebrating achievement of learners.

Areas for improvement

The Principal Teacher would benefit from some time to identify the trends in attainment in order that robust plans for improvement can be considered.

The PT has a sound understanding of the learners in her school.

Whilst RME, HWB and Literacy experiences and outcomes are addressed in course planning and delivery, a greater emphasis is needed on integrating numeracy.

Some outcomes in the departmental development plan lacked clarity of purpose and

well defined outcomes.

CONCLUSION (RMPS and Citizenship)

The department is very well led.

Almost all lessons were enjoyed by learners and there is clear evidence through observations and interviews that there is a wide variety of methodologies used to enhance learning. We observed depth and progression within courses and some learners were aware of their progress within the broad general education.

Early indications are that the development of the S1-3 Citizenship programme is helping to develop young people who are responsible citizens and effective contributors.

Science

ACHIEVEMENT

Strengths

There is consistently high attainment in Chemistry and Physics at all levels.

Early indications are that results in Standard Grade Biology are improving at Credit level.

The department offer many opportunities for wider achievement.

There are good displays showcasing learners' work.

In all lessons a range of learning and teaching styles were observed.

In almost all lessons a practical activity was incorporated to develop scientific enquiry.

In almost all lessons, learning was in context and related to real life science examples to aid understanding.

The choice in S1 allows for more opportunity for subject specialist teaching and the learners have a degree of personalisation and choice.

Most staff in the department are dual qualified allowing a greater degree of flexibility in timetabling. Two members of the staff have recently completed GTC dual qualification.

Areas for improvement

Self-evaluation processes should identify how attainment in biology can be sustained or improved further in future years and that the success of learners continues into S5/6.

The department should consider developing a system for gathering attainment and achievement evidence for an S3 portfolio of evidence which could contribute to the S3 pupil profile.

LEARNING

Strengths

In observed lessons there was evidence of:

a variety of approaches which motivated and engaged learners eg good use of ICT, cooperative learning and active learning.

AifL – with some excellent practice e.g. use of open questions, peer assessment, reviewing and use of success criteria.

development of skills including problem solving, thinking skills and application.

a continued and consistent focus on literacy and/or numeracy skills

In most lessons there was appropriate challenge and pace.

Resources to support learning and teaching were well organised by both teachers and technicians.

All staff in the department were advocates of collaborative planning and sharing resources.

For shared lessons, all staff communicated effectively to ensure continuity in learning.

In all observed lessons, the behaviour of learners and their engagement in learning was very good and learners enjoyed science.

In all lessons high expectations for behaviour and attainment were observed. All teachers had developed well established routines with learners.

Health and Safety procedures were strictly adhered to in all lessons.

Areas for improvement

Greater consistency is needed in following the Science Homework policy across all year groups and subject areas but particularly in S1-3.

In S1 to S3 the department could make greater use of feedback on learners work.

LEADERSHIP

Strengths

Staff take responsibility for curriculum development within a subject specialism and support other colleagues with delivery.

There is a positive ethos within the department with strong communication and a collaborative approach to working together.

The Principal Teacher has excellent leadership qualities and knows both staff and learners well.

The Principal Teacher is part of an extended SLT.

Some teachers in the department, take on additional responsibility outwith the department.

Areas for improvement

Opportunities that allow for the PT to mentor or coach other Principal Teachers should be explored.

CONCLUSION (Science)

The science faculty is extremely well led by an experienced Principal Teacher, who is an excellent role model for other staff. Teachers in the faculty are dedicated and hardworking; they willingly take on additional responsibility for curriculum development. Science teachers are supportive and work well as a team; sharing good practice and resources regularly. This has ensured learners in science are well motivated and engaged. Learners enjoy science and are suitably challenged, resulting in good attainment and progress.

To progress further the faculty should aim to ensure consistency in adhering to the homework policy and providing feedback on learners' written work.

Skills for Work

ACHIEVEMENT

Strengths

There is a broad range of Skills for Work courses delivered in house.

Almost all young people embarking on Skills for Work courses attain the full course award or units by point of exit from school.

Areas for improvement

As the number of staff delivering Skills for Work courses increases, ensure that there is consistency in provision especially when staff are not delivering in their subject specialism in order to minimise potential negative impact on attainment.

LEARNING

Strengths

In almost all observed lessons, learners were fully engaged in their learning, had a clear understanding of their progress and enjoyed lessons.

All learners spoken to had a clear understanding of the employability aspect of the Skills for Work courses.

Areas for improvement

Continue to build progression from the newly introduced employability rotation in S1 to ensure that there is no repetition when learners progress to Skills for Work courses.

Seek further SQA support in the use of the Deskspace e-portfolio.

LEADERSHIP

Strengths

The teacher with responsibility for Skills for Work is enthusiastic, well organised and considers individual pupil needs.

There is evidence of strong partnership working embedded/emerging in many of the courses.

Areas for improvement

Whilst there is a clear attempt to build capacity for delivery across the school, this is somewhat fragmented and consideration should be given to how best to ensure that this successful provision continues and grows.

Consideration should be given to allowing regular meetings for all teachers/partners

involved in delivery to facilitate consistent delivery.

In order that the Skills for Work lead teacher does not feel isolated, consider opportunities for networking with other schools delivering similar in house provision.

CONCLUSION (Skills for Work)

Skills for Work courses were viewed positively by learners and had parity of esteem with other curricular learning opportunities. The wide provision of Skills for Work courses in-house, using a range of providers, is largely down to the flexible approach of one member of staff and continued efforts to build capacity by appropriately qualified members of staff/partner providers should continue.

Support for Pupils

ACHIEVEMENT

Strengths

Staff within the faculty are experienced, committed and dedicated.

The faculty is well led by the Depute Support and staff feel supported in their work.

The faculty has fostered effective staff links through their cross curricular work as well as through subject faculties within the school.

There is effective working with outside agencies.

Teaching Staff feel supported in their work with learners and know how to access support and information.

Learners are well supported by all staff.

Parents/carers are positive about the individualisation of their children's learning and the pastoral care offered in the school.

Innovative approaches have been successfully implemented with regard to the work of the Nurture base.

Transition to S1 for specific learners involves the wider community and organisation of Parents' Days.

Staff are secure in their knowledge of ASN procedures and make good use of the PKC Manual.

Progress has been made in the provision of digital examinations.

Areas for improvement

Ensure that there is cohesion between PSE, PS and citizenship programmes to ensure that there is no repetition or gaps in provision for learners.

Further work needs to be undertaken to ensure that there is consistent use of pupil profiles within the faculty and across the school.

LEARNING

Strengths

During observed PSE and PS lessons, there was evidence of organised teaching and a consistent approach to the delivery of the PSE programme.

Relationships between staff and learners were positive and supportive.

Staff encouraged discussion and an effective learning environment.

Areas for improvement

Ensure that pupil evaluations effect change, when appropriate, in PSE programme and draw on curricular work currently being supported through the Curriculum Improvement Network.

Ensure a variety of teaching approaches are adopted in PS and PSE lessons.

To continue to allow for opportunities for Support for Learning staff to work together whilst continuing the work currently undertaken within various faculties in the school.

LEADERSHIP

Strengths

Staff are encouraged to train in Nurture techniques.

CPD training is also offered to whole staff by the Support for Learners faculty when required.

One member of staff outwith the faculty, has taken on the responsibility as part of an Aspiring Leaders' course to lead the development of universal personal support.

Areas for improvements

There should be a more explicit link between the Faculty Improvement Plan and the school Improvement Plan.

Self evaluation should be less descriptive and be more evaluative clearly stating impact on learners.

There is current good use made of HGIOS QIs to develop and support some members of the team and this should be extended to the whole team.

IEPs should outline both long and short term targets and all staff working with young people with IEPs need to be aware of these targets.

More use should be made of Seemis to gather and provide evidence of impact with specific groups of learners or individuals.

Greater use of Points for Reflection in planning delivery and support to specific young people should be considered.

Ensure that there is awareness of future needs by working closely with primary colleagues.

CONCLUSION (Support for Pupils)

The Support for Pupils faculty is well led and supported; and there is a shared commitment towards meeting the needs of all learners. Relationships with learners, parents and staff are very positive and, in addition, the faculty enjoys successful working partnerships both within the Campus and with its outside agencies. There is evidence of innovative practice as well as the ongoing commitment to ensure improvement in their practice in relation to meeting the additional support needs of the learners, through processes of reflection and self evaluation.

Appendix 1 - Improvement Through Self Evaluation – 5.9

What does this look like?

Taking ownership of CPD including Reflection on practice

ERD/ CPD

Annual ERD meetings for all staff, teachers and support staff

School	No of Teachers	Teacher Reviews April to June 2011	Teacher Reviews July to Sept 2011	Teacher Reviews Oct to Dec 2011	Teacher Reviews Jan to March 2012	%	No of Non Teachers	Non Teacher Reviews April to June 2011	Teacher Reviews July to Sept 2011	Non Teacher Reviews Oct to Dec 2011	Teacher Reviews Jan to March 2012	%	Total no of Staff available for Review	Total Number of Reviews	Total % of Reviews
Crieff High	57	2	12	6	34	94.7	21	0	0	2	8	47.62	78	64	82.05

4

CPD /ERD

The number of people who have engaged in review this year has increased from 42% this time last year to 82%. The reason for low numbers engaging in review was explored. Due to changes in staff, and new staff taking up post, it has not been possible to carry out reviews. There is now a full complement of support staff so it is expected that people will soon have undertaken a review with their line manager. The school are aiming for a target of 90% by next year.

In discussion with support staff it was identified that they felt that the self evaluation documentation did not meaningfully describe their role. It was suggested that Support for learning Staff members could look at the Early Years Practitioner self evaluation document and perhaps modify this to more closely define their role. Support staff can also modify by taking out statements that are not appropriate and adding others that are. It was suggested that a group of interested staff might like to work on this. A self evaluation document also exists which will support community link workers based on their code of practice.

It was identified that training in Seemis for care and welfare staff would be very useful in supporting their role.

The ERD system is starting to embed, there is an expectation most staff have a review meeting in the Summer Term and that all that is required is a reminder for this to happen. Many needs are managed in house using the “willing to share” approach, mandatory sessions have been held where a practised teacher shares their expertise at inset and collegiate days e.g. National Assessment and the development of Literacy across subjects. Most staff see the review process as non threatening and supportive and take responsibility for their own learning. There is perhaps still work to be done in moving the emphasis away from the course as the only way of delivering training and

making the connection between developments undertaken and impact on the learning of young people.

Unanimously staff members felt well supported by the DHT in charge of support and also the SMT both formally and informally. All were very positive about support offered particularly in terms of spotting talent.

Staff felt that everyone was fairly supported within the bounds of the budget. There was an appreciation for the work of the Curriculum Improvement Networks (CIN) in being able to support subject specific developments and perhaps a willingness to engage more frequently. It was identified that the service should perhaps consider a CIN for skills for work where people might be working in isolation across schools within Perth & Kinross council.

Collegiate working was appreciated as good use of time.

Within the handbook helpful information exists related to support of students. School might in future consider a statement about Support for Staff - CPD linked to calendar of activities for the year.

Leadership

There was a lack of awareness about the Framework for Leadership and Development which could be used to support leadership development. The Central Scotland Partnership opportunities have been shared. Collegiate groups exist which enable a distributed leadership approach to development and other opportunities exist to support leadership development. It was agreed that with the advent of Professional Update that the council and school should continue to develop coaching at all levels. This would support not only the development of students, probationers, and review meetings but also development of independence in young people.

Probationer support

The school had not had a probationer last year so those with mentor/support roles were new in post. Volunteers had been sought for this role. Supporters were clear about the role they were to fulfil and felt that the school and council had offered support to enable them to carry out this role.

Probationer spoken to indicated that they were very satisfied by the support so far.

It was suggested that the schools should draw up a calendar of activities which would enable the probationers to consider aspects of the school experience for children to include visits, observations and conversations with key people. It was suggested that other new staff, including supply staff, might opt in to areas where they felt they had little or no knowledge or experience within the context of Crieff High.

Appendix 2

Wednesday 28th August 2012

Learners' Experiences - A day in S3

Subjects visited: PE, Modern Studies, Chemistry, English, Music

All young people were treated with respect and positive relationships were very evident in all lessons.

The purpose of the lesson was shared in all lessons and reviewed again at the end of the lesson in most lessons. Success criteria were evident in a few lessons. Next steps were clearly identified for individuals in one lesson and in more general terms for the whole class in most other lessons. Learners used peer or self-assessment in one lesson.

For consideration - is there a need to review consistency in the application of the AifL principles?

Questioning was mostly used to check for understanding and connect to learning in a prior lesson. Higher order questions were used in a few lessons to support learners in deepening their understanding, encouraging them to think critically and helping them apply and connect what they'd learned. Wait time was used in 1 lesson. In some lessons most questions were answered by a small group of learners.

For consideration - what further opportunities are there for using higher order questioning to challenge and deepen learners thinking within and across departments?

All learners undertook the same activities in all but one lesson. The teacher gave individuals and/or groups support in all lessons.

For consideration - is there a sufficient level of challenge for all learners?

The Smartboard was used to support learning and teaching by projecting information, instructions and examples in all lessons where it was available. Learners used it in 1 lesson.

For consideration - are there opportunities to use the Smartboard in more interactive ways?

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. As part of its arrangements for reporting to parents on the quality of education, the education authority will inform parents about the school's progress.

Ken McAra
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/CrieffHighSchoolPerthandKinross.asp>

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ROYAL SCHOOL OF DUNKELD 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 Royal School of Dunkeld Primary School and Nursery Class by Her Majesty's Inspectorate (HMI) in May 2014.

2 PARTICULAR STRENGTHS OF THE SCHOOL

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

- Articulate and thoughtful children who are motivated by high-quality learning experiences.
- The extensive range of opportunities for children to achieve success.
- Positive partnerships with parents, professionals and the local community.
- The commitment of all staff to providing a caring, inclusive and vibrant environment for learning.
- The inspirational leadership of the headteacher in securing improvements through innovative approaches to self-evaluation.

3 AREAS FOR IMPROVEMENT

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

- Continue to build on the high-quality education and care being provided for all children.

4 QUALITY INDICATORS

Evaluations for Royal School of Dunkeld Primary School and Nursery Class:

Royal School of Dunkeld Nursery Class:

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

Royal School of Dunkeld 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 and nursery class:

The curriculum	very good
Improvement through self-evaluation	excellent

5 CARE INSPECTORATE QUALITY THEMES

Gradings for Royal School of Dunkeld Primary School and Nursery Class:

Quality of care and support	very good
Quality of environment	very good
Quality of staffing	very good
Quality of management and leadership	very good

6 CONCLUSION

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

For further information contact:

Rhona Jay, Quality Improvement Officer, Education Services (ext 76360).

24 June 2014

Dear Parent/Carer

**Royal School of Dunkeld 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 pupil voice and the whole-school approach to interdisciplinary learning. 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, children are learning and achieving very well. In the nursery, children can choose to play independently or in small groups and they are increasingly making decisions about what they want to learn. They lead conferences to showcase their learning to their families, for example to launch their own book, 'Little Red Hen'. At the primary stages, the quality of learning and teaching is consistently high and classrooms are vibrant and exciting places to learn. As a result, children are very well motivated and feel that their opinions count. Teachers are skilled at providing opportunities for children to develop their thinking and problem-solving skills. Children respond by being imaginative and creative. They value the role staff give them in helping to improve their learning and their school. They take responsibility for planning their own learning, set targets, and assess their own work with their peers. They confidently plan and contribute to projects linked to their school and local community, such as their high-quality work on sustainability, for which they have been awarded four Eco-Schools Scotland green flags.

Children respond very well to the high expectations staff have of them. In the nursery, children benefit from developing literacy and numeracy skills through the whole-school Commonwealth Games theme. Children enjoy the challenge of counting in tens when measuring out a 100 metre running track. Using mathematical language, they compare their own performance in running 100 metres with the athlete Usain Bolt. At the primary stages, children's attainment in English and mathematics is strong, with almost all achieving or exceeding national expectations. The school promotes a love of reading. Children are encouraged to read for pleasure and they study books and novels together. Their writing is of a high standard and they are given a wide range of interesting contexts to apply their writing skills. This includes communicating by email

with children in schools across the Commonwealth, and in preparing broadcasts for the local radio station, Heartland FM. Through carefully planned interdisciplinary topic work and through their involvement in different groups and committees, children are given real-life contexts to develop and apply their numeracy and mathematical skills. For example, at the middle stages, children organise all aspects of the school sports day. Older children use their knowledge about data handling very well to create a range of graphs which compare information about different Commonwealth countries, sports and athletes. Children are also achieving very well in a wide range of other activities. These include cross country running, orienteering, fencing, singing in the Gaelic choir and learning to play musical instruments. They are very proud of their 'Royal Tree of Achievement' which celebrates the successes of children from the nursery and each class. The important skills and talents that children develop outwith school are also encouraged and celebrated by all. The involvement of children from P3 to P7 in the school's citizenship committees allows them to develop their leadership and organisational skills, and actively contribute to improving their school.

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

Across the nursery and primary stages, staff meet the differing needs of children very well. Careful tracking of children's progress helps staff identify children who need additional support or extra challenge. Children benefit from the valuable support of nursery staff, teachers, support assistants and visiting professionals. Teachers and nursery staff set worthwhile tasks and activities at the right level of difficulty for all children. Staff are skilful in their use of questioning and actively encourage children to think for themselves. Parents are encouraged to be active partners in their child's learning. Almost all parents are very positive about the work of the school. Nursery staff and teachers use Curriculum for Excellence guidance very well. They plan together to ensure that children benefit from a rich and relevant curriculum, and to ensure that children's skills and knowledge are developing in a progressive way. Children play a key role in deciding how and what they will learn. They create 'big' and 'little' questions which helps to shape the direction of their topic and classwork. Staff plan exciting whole-school themes which provide children with very good opportunities to learn together, often in mixed-age groups. Staff make very good use of the outstanding school grounds and local community to make children's learning experiences active, relevant and interesting. As a result of the successful, whole-school approaches to interdisciplinary learning, children are learning to apply a range of important skills, such as literacy, numeracy, problem-solving and leadership, across their learning.

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

The headteacher provides inspirational leadership for learning and improvement. In her year in post, she has worked with the whole school community to develop a clear and shared vision, which is to ensure that every child receives a high-quality learning experience. Innovative approaches to self-evaluation are leading to consistently high-quality learning and teaching across the nursery and school. In particular, children's ability to assess their own learning and evaluate the impact of their citizenship groups is sector-leading. The highly-skilled staff reflect continuously together on their practice. They work extremely well as a team to provide a vibrant and inclusive environment for learning. As a result, the school is very successful in

developing confident, articulate and thoughtful children who are ready to take on challenges.

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

This inspection found the following key strengths.

- Articulate and thoughtful children who are motivated by high-quality learning experiences.
- The extensive range of opportunities for children to achieve success.
- Positive partnerships with parents, professionals and the local community.
- The commitment of all staff to providing a caring, inclusive and vibrant environment for learning.
- The inspirational leadership of the headteacher in securing improvements through innovative approaches to self-evaluation.

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 build on the high-quality education and care being provided for all children.

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 evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further. We shall work with the school and Perth and Kinross Council to record the innovative practice and share it more widely.

Lesley A Johnstone
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/RoyalSchoolOfDunkeldPrimarySchoolPerthandKinross.asp>

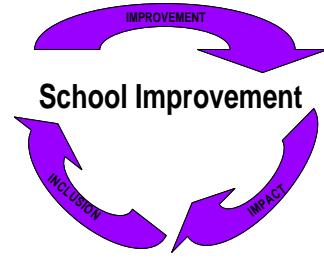
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**Perth and Kinross Council
Education and Children's Services**

**Extended Learning and Achievement Visit Report
Royal School of Dunkeld Primary School
24, 25 September 2012**



BACKGROUND

To support the school in the process of self-evaluation, a team of officers from across Education and Children's Services visited Royal School of Dunkeld Primary School and nursery class on 24 and 25 September 2012. 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* and by using the most recent Education Scotland Advice Note. It outlines the raised expectations in relation to all schools' implementation of all aspects of Curriculum for Excellence.

The school's Standards and Quality Report 2010-2011, the School Improvement Plan 2011-2012 and the school's own self evaluation formed the core documentation for scrutiny and discussion during the visit.

During the Extended Learning and Achievement Visit, the team carried out discussions with the headteacher, principal teachers, teachers and support staff. They observed learning and teaching in classes, 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 this visit are recorded below under the three main themes of *Achievement, Learning and Leadership*

Achievement

Strengths

- Overall children are achieving very good standards in learning. Across the school children are confident, successful, exercise responsibility and contribute to the life of their school.
- The headteacher and staff are able to evidence the progress and achievement of individual children through comprehensive tracking processes and discussions.
- There is a strong sense of pride, identity and ownership in Royal School of Dunkeld. The positive atmosphere and high standards in presentation of the whole learning environment evidence a shared desire and active interest to continuously improve the school.
- Children at Royal School of Dunkeld present as happy, polite and very well behaved. Throughout the school, high expectations in regard to pupil attitudes, contributions and behaviour are evident.
- Pupils consulted are very clear that they are cared for and known well by all adults in the school. They know what they can do if they need help.
- Parents consulted reported that children look forward to coming to school and are motivated to learn and achieve. They commended all staff for their positive approach and close team work sighting this as a major strength.
- Children are very active in and out of school. Assemblies and newsletters provide a platform for sharing and celebrating their personal achievements. Children are

particularly proud to have their success shared in the local newspaper, “The Bridge”, every second month. Parents are extremely positive about the efforts made by the school to recognise effort and achievement for all pupils.

- The pupil voice is strong at Royal School of Dunkeld. Children are actively involved in all aspects of school improvement. Those involved in the school’s various committees have the opportunity to use their learning by taking active roles in planning and organising whole school events.
- The school successfully links enterprising approaches to learning with ECO schools and health and well-being. Learning within the local community is ongoing with activities supporting local trusts such as RSPB, the Loch of Lowes, and the Woodland Trust, whose outdoor ranger works regularly with the school.
- Children from P4 -7 use their Big Learning vertical groupings to organise school events which share their learning with their families and provide service to their community. For example they produced tourist guides for Dunkeld Tourist office.
- Staff teams work together to organise whole school events and to support a range of activities during and after school. Their contributions and support of the wider life of the school are appreciated by children and parents.
- There are effective transition arrangements in place for nursery to primary 1 and from primary 7 to secondary school. At both points of transition, school and community learning staff organise enhanced arrangements for children requiring additional support.
- The school improvement plan directs the work of the school and actions taken. The senior management team work with staff regularly to review children’s progress and achievement.

Areas for Development

The challenge for the school is now to maintain, and to further develop, the very high standards achieved in this area, and to ensure that as new staff join the team they are supported to attain those same high standards. The School Improvement Team will now consider, with the school, how best to share Royal School of Dunkeld’s improvement journey with other schools. In support of partnership working, parents would benefit from a brief summary of the outcomes and priorities within the school’s plan for improvement.

Learning

Strengths

- Children’s views, and their participation in decision making related to their own learning, are clearly taken into account, valued and acted upon.
- Across the school children demonstrate a positive attitude to learning. Those consulted could give many examples of when learning was challenging for them and when they had to think for themselves.
- Children consulted talked of enjoying their learning experiences and of teachers making activities interesting and fun. Parents consulted commended the school’s encouragement for pupils to aim high and for organising opportunities for children to work across stages. They hold staff in very high regard.
- Children evaluate their learning in a range of ways including one to one conversations with their teachers and talking and thinking books in the nursery.
- In all classes, children have the chance to build on and use their prior learning and connect it to new and relevant contexts across the curriculum.

- Lessons are well planned and structured. The school has developed planning and assessment tools which take account of all eight curriculum areas and enable teachers to focus on key areas for teaching and evaluating children's progress and achievement.
- Teachers and support staff know children well and are sensitive to their needs.
- A variety of activities, tasks and resources is used which overall meet children's needs. The staff team work very effectively together to provide inclusive approaches to addressing barriers to learning.
- Parents consulted praised all staff for their quick response to any concern and the time offered to resolve issues. They value the approachability of staff and the opportunity for informal conversations.
- The school team works closely and successfully with colleagues from other services and agencies to offer appropriate support for children and their families.

Areas for Development

- Staff should monitor the balance of time where adults are directing learning to ensure an appropriate balance is achieved between this and pupil led learning activities.
- Continue to use children's ideas for planning their learning experiences across all eight areas of the curriculum.
- Review current homework tasks to ensure they build on, extend and challenge children's new knowledge and skills.

Leadership

Strengths

- The headteacher provides outstanding leadership. She demonstrates drive and energy in achieving consistency in high quality learning and teaching. Shared aspirations and high expectations are at the core of the school's approach.
- The headteacher, principal teacher and acting principal teachers work effectively together. There is a very well developed model of distributive leadership including teachers, support staff, partners, parents and children. All have a part to play in taking forward school priorities as individuals and in teams.
- Driven by the headteacher, the staff team have developed a culture of continuous dialogue about school performance which impacts positively on classroom practice.
- Collegiate time is invested in whole school approaches to planning and evaluation of learning. This good practice helps to translate plans into learning experiences which reflect what children need and want to learn.
- The headteacher regularly monitors the impact of professional development priorities through evaluations of learning and teaching.
- There is a strong culture of collegiate working and a clear sense that everyone is expected to contribute to school improvement. Staff are keen to share their practice and utilise each other's strengths and talents for the benefit of the school.
- The school values the contributions of all stakeholders and has very effective systems in place to gather their views. The parents and children consulted are confident that their suggestions are welcomed and acted upon where appropriate.
- Parents consulted appreciated both the frequency of events throughout the school year where they can share in their children's learning, and that the school offer a range of times to take account of parents' different working patterns. They also noted pupil led conferences as particularly helpful.

Areas for Development

- Sustain consistency in planning, assessment and evaluation.
- Build on current collegiate strength by developing learning rounds, incorporating peer evaluation.

Conclusion

Royal School of Dunkeld is seen by those who work and learn there as being central to the community. Strong partnerships and very effective teamwork are fundamental to the school's success in creating such a positive and vibrant climate for learning.

The school benefits from the headteacher's high quality leadership coupled with that demonstrated by a professional and effective staff team who share the desire to work together to improve the school. High expectations are set for all children who present as extremely proud of their school, happy and ready to learn there.

High priority and value is given to everyone being accountable and responsible for positive outcomes for children. This places the school in a very strong position to continually move forward.

The school should now address the areas for development in this report within their plan for improvement in session 2012 -2013.

HMI Report: [HM Follow Up Inspection Report 2007 \[pdf 29KB\]](#)

Responsible Officer: R Jay
Email: rjay@pkc.gov.uk
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Inspection of the learning community surrounding Crieff High School Perth and Kinross Council 6 May 2014

1. Context

Community learning and development (CLD) partners within the area of Crieff High School were inspected by Education Scotland during March 2014. During the visit Education Scotland staff talked to children, young people and adults. We worked closely with local CLD managers, CLD providers, partners, paid staff and volunteers. We wanted to find out how well partners are improving the life chances of people living in the community through learning, building stronger more resilient communities and improving the quality of services and provision. We also looked at how well, paid staff and volunteers are developing their own practices and how well partners, including schools are working together. We looked at some particular aspects of recent work which were identified by partners including:

- joint planning and self-evaluation to improve outcomes;
- analysis of learning needs based on the shared data and knowledge of all partners; and
- services adding value to independent and active community groups.

2. How well are partners improving learning, increasing life chances, promoting and securing wellbeing?

Partners are improving learning, increasing life chances and promoting and securing wellbeing very well. They provide an extensive range of high quality learning opportunities for all ages across the community. All learners are positive about their learning experiences and as a result are active in their own development. Where data is captured by partners it indicates participation levels are stable or increasing across most learning opportunities. Partners are increasingly focusing on early intervention through family learning. Targeted work in the early years is increasing the numbers of children making a successful transition into nursery. Families attending the *Men n Kids* group and the Supporting Parents and Children Early group (SPACE) participate in early intervention activities that support them effectively and raise parents and carers confidence. Young people are confident and are developing social and communication skills through participation in youth work activities. Young people attending provision at the voluntary organisation Logos are appropriately challenged and supported by staff and volunteers to address issues in their lives. *Girls Allowed* group members have improved self esteem and respect for themselves and others. Partners effectively support young people to gain and sustain positive destinations through personalised, flexible multi-agency support.

Intergenerational opportunities are supporting people of all ages to work together very effectively to build their skills, feel included and improve their confidence. Older adults are digitally included through support from young people at the IT Drop-In within the Strathearn Campus. Young people benefit from homework support from adult volunteers at Logos. Across the community this is fostering a positive relationship between older members of the community and young people. Almost all adult learners are progressing and achieving within the groups they attend. Cultural Connections events and English for Speakers of Other Languages (ESOL) classes are enabling adults to feel more included in and contribute better to their community. Adults have improved wellbeing through participation in wide range of learning

opportunities. Adults with learning difficulties are increasing their independence, improving their access to local services and progressing into volunteering through the work of Building Bridges. Older people at the Vintage Group are less isolated and have increased their knowledge and understanding of health issues such as fall prevention and shingles vaccination.

A high number of confident, skilled and active volunteers contribute to learning opportunities for others across the community. At the social enterprise Remake volunteers of all ages and backgrounds are gaining confidence and skills and enabling others to participate. A large number of ambitious, strong, volunteer-led community groups and organisations deliver services which meet local community needs. Comrie Development Trust, Muthill Village Hall and Muthill Community Development Trust are improving the lives of local residents through well-planned developments based on consultation with local people. They are addressing economic, environmental and social concerns effectively. Community organisations are delivering cultural opportunities across the community. The Crieff Arts Centre (Artspace) are developing a community arts space and have actively engaged young people in a film project. Community organisations are improving the environment across the area. The Friends of MacRosty Park successfully secured over £1.5 million in external funding to develop the park. A large number of local people now use its facilities for leisure, social and learning activities. Community organisations are supported effectively by partners. Partners need to ensure they continue to provide appropriate challenge and support to community organisations. This should build on the current skills and expertise of these groups and enable them to adapt to meet future needs. Partners could work better with community organisations to improve succession planning and ensure the long term sustainability of projects.

Partners do not have a clear picture of the overall levels of activity and achievement across the area. A systematic sharing of data and analysis between partners would support improved outcomes for learners. Partners working together to capture the overall impact they are having in the community would support them to identify future priorities. The learning experiences of participants would be enhanced through the development of further, clear progression routes across providers. Young people would benefit from partners jointly planning skills development across activities to enhance their overall learning experience. Further opportunities for young people to be actively engaged in local community organisations should be developed.

3. How well are partners working together and improving the quality of services and provision?

Partners work together effectively across a range of formal and informal partnerships and these are improving the quality of services and provision. Crieff and Upper Strathearn Partnership (CUSP) very effectively enable a wide range of organisations and businesses to gather ideas and views and share information while each retain their autonomy. Strathearn Community Partnership (SCP) is at an early stage of developing a shared approach to improve services and provision. Nearly 30 of the 100+ organisations and services in contact with SCP, are now meeting together to establish core priorities and develop joint working. Partners network and work

together very well at a local level to enhance learners' experiences. Library staff liaise with partners to enable Book Bug afternoons to fit in with sports activities for young children and before school collection time for older siblings. The Youth Rights Officer and primary school colleagues work very effectively together to deliver the Rights Respecting Schools programme which is enhancing children's learning. Effective partnership working supports services for adults with disabilities. Staff from Kinnoull Day Centre and adult literacies staff jointly coordinate a programme of activities to develop independent living skills and build on the strengths that each partner brings. Across the community several sites are used very effectively as learning hubs. Staff working within both the integrated staff base within Strathearn Campus and at the Learning Centre are effectively using co-location for informal peer support and to identify and deliver joint working. The Learning Centre is used by employability services and Springwell and this leads to regular cross referrals which meets the needs of participants effectively.

Staff and volunteers access good quality professional development opportunities which enhances their capacity to meet the needs of the community. CLD staff and some partners are developing a good shared understanding of outputs, inputs and outcomes and of learner progression through professional development opportunities. This might helpfully be extended to enable staff and volunteers to support the skills progressions of learners across all provision further. Using the wealth of experience and knowledge of all partners to deliver professional development programmes for all staff and volunteers would further enhance capacity to meet community needs. Developing joint approaches to self-evaluation would support partners to improve their understanding of shared outcomes across the community.

The community would benefit from partners working together to clarify the purposes and roles of each partnership in the community. Further constructive engagement, recognising and building on each other's strengths, would enable the partnerships to work efficiently both as individual partnerships and as a whole. Identifying joint key priorities and developing shared outcomes based on analysis of data and local intelligence would enable the partnerships to maximise their collective impact on the community. Strathearn Community Partnership should consider how to extend joint planning to more partners.

This inspection of learning and development in the learning community surrounding Crieff High School found the following key strengths.

- Intergenerational learning which supports inclusion and positive outcomes across the community.
- High levels of volunteering.
- Highly ambitious and effective community organisations and partnerships meeting local needs.
- Learning hubs which support groups and services to collaborate effectively and improve services for learners including learners facing additional challenges.

We discussed with partners how they might continue to improve their work. This is what we agreed with them.

- Enable all partnerships to work together to create a shared vision for the community.
- Capture and analyse the total learning offer across the community to inform the creation and monitoring of shared priorities.
- Further develop the coherence of learning opportunities across providers to support outcomes for young people and the wider community.

4. What happens at the end of the inspection?

The inspection team was able to rely on the high quality self-evaluation provided by the learning community. Partners have a good understanding of their strengths and areas for improvement and communities are achieving very well. As a result we have ended the inspection process at this stage.

Alona Murray

HM Inspector

6 May 2014

Additional inspection evidence, such as details of the quality indicator evaluations, for this learning community can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/communitylearninganddevelopment/CrieffHighSchoolLC.asp>

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Education Scotland

Inspection of the Learning Community surrounding Crieff High School, SEED No 5350336 - Summary self-evaluation summary paper

Context of the learning community and key partnerships

The Strathearn locality is predominantly rural and covers two of the Council's multimember wards Ward 6 – Strathearn and Ward 7- Strathallan. The area has an estimated population of 11,700 within which the main settlements of Crieff (7500) and Comrie (2500) account for around 82% of the population.

Crieff is historically known as a hub for agriculture and tourism, trading on its whisky and cattle droving past and hosts an annual Highland Games. The main employment for people living in Crieff are agriculture, leisure and hospitality with further opportunities in retail, trades, services, health and education. The main employers for the area are Crieff Hydro LTD, Morrison's Academy and the public sector.

Ethnicity is 78.9% Scottish, 14.7% other British, 2.2% other white, 1.5% Polish and 1.3% other groups. The significant percentage of residents for whom English is a second language is recognised and reflected in work such as 'Cultural Connections' and ESOL provision. Voluntary organisations such as MEAD (Minority Ethnic Advice Project) deliver support for employability skills and advice to local ethnic communities).

The percentage of people aged 16 – 50+ claiming Job Seekers Allowance is slightly lower than the average for Perth and Kinross. Compared with Perth and Kinross as a whole, the Strathearn area has a slightly lower percentage of working age population (56.76% vs 60.15%) and a higher percentage of pensionable age population (27.08% vs 23.15%). 16% are children (aged 15 years and under) 41.2% of housing there is owner occupied with 15.8% social renting and 13.7% privately owned. Crieff and Comrie are popular retirement destinations.

Strathearn Community Campus (Roll 614) located on the outskirts of Crieff, was opened in 2009. Incorporating Crieff High School it is a thriving community and school facility with extensive conference accommodation, indoor and outdoor sports facilities and a Community Library on site. Perth College offers a range of leisure learning opportunities from the Learning Centre in Crieff. The learning community benefits from a number of local assets including 7 primary schools, high quality green spaces including Loch Earn and MacRosty Park, a range of local shops, church halls and community facilities in each of the smaller communities. Public transport links are good, and provide regular connections between communities but there are barriers for young people in relation to cost of travel. This can make it difficult for some young people to access services based in Perth.

Community Learning and Development (CLD) in Perth & Kinross is delivered across six geographical areas taking a proportionate view of need. The Learning Community of Crieff High School is not designated as of high disadvantage in relation to SIMD statistics and therefore staffing resources are allocated proportionally. Partnership working enables targeting of provision related to identified local needs such as young people not in positive destinations and older adults.

Cultural & Community Services includes; Communities (Community Capacity Building, Adult & Family Learning and Children and Young People), Culture (Arts & Heritage, Libraries, Information Services), Curriculum for Excellence (Active Schools, Living Communities, Arts & Sports Development, Gaelic Culture) and Sports & Active Recreation. All deliver targeted quality learning experiences and community engagement across the locality in line with specific team plans, national priorities and local outcomes. Projects are usually delivered through an integrated service approach including Live Active Leisure and Greenspace Rangers. The locality covered by CLD is larger than the inspection area.

A range of thriving local community groups and voluntary organisations operate in Strathearn and are supported by a strong and enthusiastic volunteer base. These include LOGOS, Comrie Development Trust, Muthill Village Hall and Crieff Community Trust, Community Councils and Crieff & Upper Strathearn Partnership (CUSP) and active uniformed organisations. Each deliver valuable services to residents within the community. The number and strength of local community groups (14.5% voted in recent CLD survey) means that Community Capacity Building delivered by the Communities Service is focussed on building the capacity of new groups, supporting more vulnerable groups such as adults with special needs and those which need most support to maintain sustainability, for example diversifying their funding base.

The catchment area for Crieff High School covers the community areas of Crieff, Muthill, Braco, Madderty, Greenloaning and Comrie with consistent intakes from St Dominic's R.C Primary School and placing requests from Methven. The School delivers above average attainment results within Perth and Kinross and has sustained or increased attainment measures since 2011. In relation to Opportunities for All, positive destinations for school leavers include employment, college or volunteering. School leaver destinations remain at 90% or higher from 2010. Opportunities for All and the improved co-ordination of 16+ employability work in the area have introduced further provision through Learning into New Careers (LINC) to address the number of young people (16-19) entering negative or unknown destinations.

The recent Evidence2Success(E2S) wellbeing survey (2013) with young people, reached 91.4% of the 11-16 school roll and has highlighted the need for focus on parenting, school readiness in the early years, emotional well being of adolescents and alcohol education within the school and Learning Community. As a result staff have undertaken training to deliver 'Incredible Years' an evidence based parenting programme starting in Crieff Nursery in March 2014.

Partners, such as Perth & Kinross Association of Voluntary Services Ltd (PKAVS) have begun community engagement activities around the reshaping care for older people agenda. This is supported by the Change Fund for the Elderly and CLD and partners have a clear focus on older adults in order to reduce isolation and maintain independence.

Local Police have identified anti-social behaviour and underage drinking as a priority local concern. CLD staff work with Police colleagues and diversionary activities are increased through the holidays to address this.

There are a range of partnerships including Community Tasking & Coordination Group (CTAG), Crieff & Upper Strathearn Partnership (CUSP), Comrie Development Trust and Community Sport Partnership operating in the area. The Strathearn Community Partnership (formerly the Strathearn Community Learning Partnership) meets quarterly and a large number of partners attend. The main purpose has been information exchange and networking. An Upskilling Programme (Tayside and Fife Upskilling Consortium) is underway to assist partners to develop clearer joint planning and agree outcomes for the area.

Within the particular context of this learning community, how well are partners improving learning, increasing life chances promoting and securing wellbeing?

There are very good opportunities for young people and adults to develop confidence, personal and social skills contribute to achievement. Within the Campus, however, there is further work to be developed around CfE and joint planning with the wider school staff. There is a good range of parenting and family learning opportunities in the area for parents and families. There are strong local providers and partners delivering targeted work with adults with mental health / well being issues, learning disabilities, youth work, services for older people and the early years with a focus on prevention. Community groups are strong, active and influential and participate in a wide range of opportunities and active.

Existing strengths

- § Increasing use of management information to improve information, analysis, progression, targeting and evidence of impact (project files, I/O, partnership reports, locality plan)
- § Increasing numbers of young people and adult volunteers participate and gain awards (*DofE, Youth Achievement, Dynamic Youth, ITALL, Modern Apprentice, John Muir, RSPB*)
- § Learners within the community have a very good range of opportunities to become more confident, successful and involved and participate in a variety of quality programmes that improve learning and increase life chances (*Girls Group, Transition Projects, Infozone, Holiday Activities, Primary Library Programme*)
- § CLD and Partners are very successful in engaging targeted groups and assisting learners to overcome barriers to learning. (*Building Bridges, Boccia, Kinnoull Day Opportunities, Citizens Advice, Springwell, Community Link, Library and Active School, work with Primary Schools*)
- § A large number of independent active community led projects and voluntary organisations influence and deliver services. (*Comrie Development Trust, Crieff Community Trust, CUSP, Muthill Village Hall Committee, LOGOS, Home-Start, Crieff in Leaf, Friends of MacRosty Park*)
- § A very good range of ESOL, family learning and parenting opportunities that build resilience in the community and focus on early intervention and prevention. (*Cultural Connections, Bookbug Sessions, Men N Kids, Infant Massage, SPACE, Wee Springers, Community Link, MEAD, Home-start, PEEP*)
- § A focus on including opportunities for older adults reflects the rising needs demographically of an ageing population (*Vintage Group, IT classes, ALIS, Bertie Bus*)

- § Strong CCB support to targeted local groups to deliver services (*Muthill Hall Committee, Methven Hall Committee, Remake, CCB Annual Survey*)
- § Positive destinations remain strong and provision is developing related to local need (*LINC*)
- § High levels of volunteering (*Active Schools, MacRosty Park, Greenspace Rangers (TES)*)

Priorities for future development

- § Continue to develop analysis of data and trends from a range of sources, including I/O, to monitor performance against outcomes, key indicators and targets, identify priorities, inform decision making and provide evidence of impact.
- § Continue to review Community Learning and Development Partnership arrangements to ensure identification of joint outcomes and priorities
- § Continue to develop joint planning between the Campus, school and CCS in the delivery of CfE
- § Increase accredited learning opportunities for adults
- § Increase involvement of young people in local decision making

How well are partners working together and improving the quality of services and provision?

As outlined there are a number of partnerships in the local areas ranging from a local CLD partnership, the Community Campus Management Group, 16+ Learning Partnership, the Primary Schools Local Management Group (LMG) to CUSP in the community. CLD is leading a review of the local CLD partnership in light of the CLD Strategic Guidance and the introduction of the Change Fund around Health Care and Older People. There is a desire and willingness to improve arrangements that will enhance service provision and maximise outcomes.

Existing Strengths

- § There is comprehensive recording through project profiles, LEAP, evaluative statements, management information system/Cognisoft IO statistics and a robust approach to self evaluation and the joint support, planning and delivery of services.
- § Good mechanisms for undertaking peer self evaluation are in place including Learning and Achievement Visits involving partners.
- § Staff, partners and volunteers participate in an effective programme of targeted CPD opportunities through staff seminars, Upskilling e.g. youth work conference 5.10 Group activities focussing on self evaluation (eg with Logos) and reflective practice building capacity, knowledge and skills and development of staff, partners, volunteers and community groups.
- § There are a range of events, e.g. Bite & Blethers, Funders Fair networks and consultation (eg Big Listen) with stakeholders to receive feedback, and report progress with partners and participants.
- § Achievement of adults, young people and the community are celebrated and promoted by local events and publicity through local media
- § There is an increasingly inclusive approach to planning and partnership development within the Community Campus and Learning Community. There is now a campus strategic plan and a refreshed community partnership.
- § Partnership working addressing key local priorities (Community Transport

Environmental Projects)

Priorities for future development

- § Continue to increase joint planning and evaluation with partners (eg development of the refreshed Community Partnership)
- § Continue to review local community planning partnership arrangements to ensure partners are working together and improving the quality of service and provision for communities in line with the new Perth and Kinross Community Plan (2013 – 23) and the CLD Strategic Guidance

Areas for Focussed discussion

- § Joint planning and self evaluation to improve outcomes by the Campus Partners and Crieff Community Partnerships
- § An analysis of need based on shared data and knowledge of all partners
- § Adding value to independent and active community groups which continue to support new or less resident groups to develop to become sustainable.



Care service inspection report

Paint Pots Nursery Day Care of Children

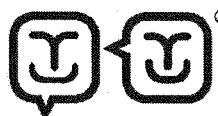
7 Strathview Terrace
Perth
PH2 7HY

Inspected by: Lindsay Crombie

Seonaid Lowe

Type of inspection: Unannounced

Inspection completed on: 24 March 2014



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Service provided by:

Paint Pots Nursery

Service provider number:

SP2003002195

Care service number:

CS2003010149

Contact details for the inspector who inspected this service:

Lindsay Crombie

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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	6	Excellent
Quality of Environment	6	Excellent
Quality of Staffing	6	Excellent
Quality of Management and Leadership	6	Excellent

What the service does well

The children attending this safe, nurturing, inclusive environment were ably supported by staff who effectively contributed to the promotion of positive outcomes for children. Children were seen to be very happy with the wide range of stimulating activities and quality resources both indoors and in the garden which formed an ideal basis for a rich, fun learning environment.

What the service could do better

The owner/manager and staff achieved excellent grades within this inspection and should aim to maintain and develop this standard by remaining vigilant in identifying and addressing areas for improvement.

What the service has done since the last inspection

The service continued to strive towards continual improvement through an ongoing process of identifying and addressing its own areas for development. The service had involved children in risk assessing outdoor learning which had helped to raise their understanding of safety, allowing for the development of opportunities such as the fire pit.

Conclusion

The service maintains a high level of person centred care through positive interaction from staff who know the families well and have a keen interest in providing the best possible outcomes for the children.

Who did this inspection

Lindsay Crombie

Seonaid Lowe

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland.

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 the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Paint Pots Nursery is registered to provide a day-care service for a maximum of 80 children. The age range of the children will be from birth - 12 years.

The nursery operates from a detached, stone built, two storey property situated in the Gannochy area of Perth. Internally, on the ground floor there is a designated playroom for 12 children up to two years of age and a series of interconnecting playrooms for 48 children aged three years and over. On the upper floor there are three playrooms for 20 children aged two years and over.

The large, fully enclosed outdoor play area is well equipped and provides an area for physical and energetic play.

The nursery is owned and managed by Mrs Elspeth Beveridge. The service aims to provide a vibrant and stimulating environment with the necessary warmth to give the children a feeling of security and gentle caring.

The nursery holds partner provider status with Perth & Kinross Council's Education and Children's Services.

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

Inspection report continued

Quality of Care and Support - Grade 6 - Excellent

Quality of Environment - Grade 6 - Excellent

Quality of Staffing - Grade 6 - Excellent

Quality of Management and Leadership - Grade 6 - Excellent

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 low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

This report was written following an unannounced inspection visit on 19 March 2014. The inspection was carried out by Care Inspectorate Inspectors. Feedback on the inspection was provided to the owners on 24 March 2014.

As part of the inspection process, evidence was gathered from a number of sources including:

Eleven Care Standards Questionnaires completed by parents/carers and returned to the Care Inspectorate for inclusion in the inspection process.

Examination pre inspection returns.

Examination of policies, procedures, records and other documentation, including the following:

- * Supporting evidence sampled from the up to date self assessment.
- * Records maintained for individual children.
- * Certificate of registration.
- * Certificate of public liability insurance.

Discussion with the owners and staff.

Inspection of the general environment and equipment used in the provision of the service.

Observation of staff interaction with children.

The Inspectors sampled areas evidence taking the above into account and reported on how the service was meeting specific statements under the Quality Themes of Care and Support, Quality of Environment and Quality of Staffing and Quality of Management.

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.firelaws.scotland.org

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.

We 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 the headings that we grade them under.

The service provider identified what they thought they did well, some areas for development and any changes they planned. The service provider told us how the people who used the care service had taken part in the self assessment process.

Taking the views of people using the care service into account

We spoke with the children throughout the inspection. Some of them sat with us as we looked at their profiles and happily recalled the activities we could see in the art and craft work and photographs. Some of the children allowed us to join in with their activities. We asked the children what they liked to do when they were at nursery and they said:

'I like to draw. Yesterday I drew a tree.'

'Making horses.'

The children spoke to us about their snacks mostly telling us about the different fruits they liked.

Some of the children told us that they had been outside and that they had been learning about jumping.

We observed that the children were very happy and fully involved in the many different activities available to them.

Inspection report continued

Taking carers' views into account

Eleven of the Care Inspectorate parent/carer questionnaires sent to the service for distribution were completed and returned for inclusion in the inspection process.

An audit of these indicated that, overall, parents/carers were very happy with the service provision.

Some parents provided us with comments about the provision. We have taken steps to remove identifying or confidential information. The comments included:

- * "We feel the quality of care and support is excellent. Our child is well supported in her needs within the baby room."
- * "The quality of care my child receives is excellent. The staff in the baby room have been amazing. The atmosphere is friendly and welcoming and the children look happy and busy. The staff are patient and supportive. The environment is very calm. Fantastic baby room."
- * "We are completely confident that our child is well cared for and nurtured by all the wonderful staff at the nursery. He experiences a fantastic range of well planned and resourced activities on a daily basis which engages and stimulates him. They have developed lovely outdoor learning areas which they utilise every day."
- * "I believe the care my child receives is exceptional. All the staff throughout the nursery demonstrate a caring, positive attitude at all times."

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: 6 - Excellent

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

We found the service to be performing at an excellent level in the areas covered by this statement. We concluded this after we observed practice, spoke with children and parents, the owner, staff members and observed relevant documentation.

The service provided varied systems that enabled children and their families to contribute to the assessment and improvement process.

The owner/manager had an open door policy and encouraged parents to discuss their concerns with her. She was very involved in the nursery practices and knew the families well. Her office was situated at the entry of the nursery which meant that parents could easily see her availability.

Parents were encouraged to get involved in activities such as open days and play and stay sessions which provided them with informal opportunities to see the activities and learning opportunities experienced by their children.

Parents also formally contributed to the development of the nursery through evaluative questionnaires. We saw the audit and response booklet that was provided to parents in response to the most recent questionnaire. We saw that parents found the newsletters 'attractive and helpful', 'informative' and 'very helpful to keep up to date with news'. We also saw how the service had responded to parent's ideas such as the introduction of staff profiles in the newsletters which was thought to be a 'great idea' and had already been introduced.

Inspection report continued

Parents and children received a cheery welcome from the owner and nursery staff which helped to form the basis of strong relationships. Staff within the rooms knew the children and their families well. The children were cared for by staff who took time and had an interest in what the children were saying. We saw examples of staff acting on children's interests such as adding vegetables to the water tray to see if they would float or sink.

The children were encouraged to give their views and ideas through activities such as circle time, group time, talking/thinking floor books and mind mapping. This meant that they could give their ideas on the use of areas and suggest ideas of additional resources. We saw examples such as in the science room and the outdoor areas that showed us that staff respected the children's ideas through including them in the planning for activities. Staff were also very good at using their observations of the children to assess and improve the service they provided. For example they knew which resources were not being used well and would introduce new ones to capture the children's interest.

During the circle time discussions staff ensured that they informed the children of the learning opportunities available within the different play areas such as 'learning scissor skills' at the craft table. This helped the children to think about their own learning and select activities where they could take this forward.

The service had introduced a system of email addresses to reduce paperwork and be more effective in their communication with parents. We saw examples of how the service responded to emails that parents had sent and to the action that they had taken in response to these. This system allowed them to send targeted correspondence such as room specific questionnaires which the owner/manager felt contributed to more confidence and accuracy in measuring the parent feedback and communications. In addition the service had launched a website that allowed parents to fill in details of any concerns or issues they wished to raise and send to the nursery email address for their response.

We saw that the service frequently held eco committee meetings where they consulted with the children and record their findings in their eco folder. Parents commented in the feedback on the great eco ideas that the service had been using and how they planned to take some of these forward to their own work settings.

The "Our thoughts count folder" recently introduced in 3-5 room captured the children's thoughts on different areas and resources in the nursery e.g. outdoor play equipment, book corner and snack.

The children told us about the voting system. Staff told us that they used this when planning changes to the imaginative play area to ensure democracy and fairness. This shows that the staff involved the children, respected their input and took forward their ideas.

Throughout the inspection we observed this information and were able to conclude that the service had a strong belief in the development of opportunities for the children and their families to be involved in the process of assessment and improvement.

Based on the findings of this inspection the service has been awarded the following grade: Quality Theme 1, Statement 1 - Excellent.

Areas for improvement

Consideration could be given on how to address the comment of a parent within the Care Inspectorate questionnaires where it was stated that they would like more opportunities to give feedback on an anonymous basis.

Grade awarded for this statement: 6 - Excellent

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 the service to be performing at a high level in the areas covered by this statement. This resulted in excellent outcomes for children. We decided this after we spoke with the owners, staff, watched practice, examined personal plans, and considered the completed self-assessment document. We also spoke with children and parents and took account of their comments within the Care Inspectorate questionnaires.

Throughout the inspection visit we were aware of the relaxed, nurturing environment. Children received positive interaction from staff who clearly enjoyed their work. Staff were seen to be working at the children's level. The children in the baby room were given lots of cuddles and comfort from staff. Activities such as singing action songs helped to develop language, social and motor development while quality resources helped promote skills such as crawling, sitting and walking. Older children were supported by staff who listened to what they were saying and extended their questions through comments such as "What do you think will happen if?". We noted a wide variety of resources and activities which would stretch and challenge the children. Science and ICT resources allowed the children to experiment, investigate and solve problems. Active, outdoor opportunities helped the children to learn about their bodies and develop their physical skills such as throwing, catching and balancing. Staff enabled the children to take responsibility for their personal safety through identify risks.

Children who needed additional support within the nursery were well cared for. Staff were very aware of their health and support needs and provided person centred care. Meetings between parents, nursery staff and external agencies promoted joint strategies to target the child's learning and development. The transition between playrooms was flexible and extended as required to ensure that the child was settled and secure in their new environment. Staff told us of the transition between the nursery and the local primary school. This included taking photographs of school areas and making these into a book which allowed nursery staff to talk through the child's worries and concerns. Staff from the nursery were working with the head teacher to extend the child's transition into the school to ensure the child felt safe and school staff were knowledgeable of the support needs of the child. The head teacher had dates planned to visit the nursery so that she could see the child in the familiarity of the nursery setting. Staff told us that they valued these opportunities to support parents and help give the child the best possible start to his school life.

During circle time staff took time to explain to the children what was going on in the different areas of the nursery throughout the day which allowed the children to choose their own learning activities.

We asked children if we could look at their profile folders. One child brought her profile to us and was keen to talk to us about the photographs and paintings. She was clearly familiar with the profile and enjoyed looking back on her time within the nursery. We saw that the profiles held detailed information relating to the children's progress and the identified next steps to take forward of learning and development.

Staff followed strict hygiene practices such as probing reheated foods when presenting the lunches for the children. Parents provided packed lunches for the children and these were clearly labelled with the children's names which reduced the likelihood of children eating foods that were not meant for them. The children enjoyed the healthy snacks provided by the nursery. We saw that the variety of snacks provided would support the children to develop a taste for healthy food. By growing their own foods in the nursery garden the children were learning about where their food came from. We saw that parents requests for foods such as 'more dark fruits' and 'pitta and dips' had been introduced into the menu and the children told us that they enjoyed them.

Cots/mats provided areas where children could sleep and rest and recharge their batteries for the play session. The use of blinds helped to create a peaceful, relaxing environment. The separate sleep room for the toddler age group meant that they were not disturbed by those who did not sleep. Staff nurtured the children, considered safety and sat with children until they were asleep, then closely monitored until they were fully awake and ready to join their friends in the playrooms.

Staff were keen to promote the children's physical development and made daily use of the large, secure nursery gardens. The children from the baby room baby were able to move around safely in their own garden where they have a range of resources including a small wooden house and blackboards. The older age groups used the larger garden which had been subdivided into areas allowing the separation of large resources and areas such as the sensory garden. Children were encouraged to take responsibility for their environment through the Eco- project where staff promoted activities such as recycling and growing vegetables.

Based on the findings of this inspection the service has been awarded the following grade: Quality Theme 1, Statement 3 - Excellent.

Areas for improvement

Most of the children in the baby room were seated in high chairs for their lunch. One child was seated at a low table as there were not enough highchairs available. Consideration could be given to the social side of mealtimes which would be improved for that child if one or two of their friends were able to be seated at the same height.

Inspection report continued

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 – Excellent

Statement 1

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

Service strengths

The comments and grade given at Quality Theme 1, Statement 1 is carried forward through Quality Theme 2, Statement 1, Quality Theme 3, Statement 1 and Quality Theme 4, Statement 1.

Areas for improvement

The comments and grade given at Quality Theme 1, Statement 1 is carried forward through Quality Theme 2, Statement 1, Quality Theme 3, Statement 1 and Quality Theme 4, Statement 1.

Grade awarded for this statement: 6 – Excellent

Number of requirements: 0

Number of recommendations: 0

Inspection report continued

Statement 2

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

Service strengths

We found the service to have an excellent performance in relation to this statement.

We concluded this following observation of practice, discussion with the owners, staff, a sample of the documentation and observations of outcomes for children.

Parents and visitors to the premises enter the building through a secure entry door and require to be admitted to the building by staff members. This meant that the children were kept safe and protected from the access of unknown adults.

The owners were attentive in ensuring that the premises were well maintained. They regularly monitored the building and surrounds and acted on concerns noted. We were told for example, that the paving stones in the garden had been replaced with non slip decking and a new step had been built to improve safety for the children. Staff were able to report concerns in the repair book and we saw that action had been taken to effectively address issues noted.

The premises were bright and decorated to a high standard. Attractive displays created a welcoming environment for children and parents. Resources such as tables and chairs were appropriate heights for the children in the individual playrooms which allowed the children to fully partake in activities such as sand and water play as they could easily reach activities.

The playrooms were safe for the age groups that were in the areas. Stair gates prevented the children on the upper level having unsupervised access to the stairs. Children in the 3-5 year playrooms had helped in the making and therefore very aware of the rules such as the number of children in the science area at any one time. Children were able to select from resources that were stored at their level which encouraged them to be independent. Had this been explained to them, could link to responsible and respected.

A new initiative provided opportunities for children to be involved in assessing the risks of activities and raising their awareness of dangers.

Topics covered included 'How we keep safe when we are playing in the garden' where children had identified that they should hold on when on the trampoline and that they should be careful with the racquets and balls. A fire pit had been purchased to allow children to take part in activities such as toasting marshmallows. Children's rules included 'Don't touch the fire' and 'no running around the campfire.' The owners reported that the children responded well to the opportunity to identify their own rules and had greatly enjoyed this camp fire which was a new experience for them.

Nappy changing was done in a manner that protected the privacy and dignity of the children. Staff followed good practice guidance by wearing personal protective equipment. Staff chatted with the children throughout the procedure providing reassurance and comfort. Older children were praised for their help with gathering together their nappies and wipes.

Good hygiene practices were promoted throughout the service. Children were very familiar with the routines such as washing hands before snack and after having been to the toilet. Liquid soaps and hand towels were readily available and their use helped to reduce the risk of cross infection. The service took part in the National tooth-brushing programme which promoted good routines and promoted the children to have responsibilities for their oral hygiene.

The children's allergies and medication needs were well recorded. Photographs attached to the individual protocols provided easy identification for staff. Very clear instructions ensured staff were aware of the procedure that should be implemented in emergency situations to safeguard the child's health. Medication was stored securely in individual boxes. We noted that children with severe allergies were discussed at staff meetings which meant that all staff knew of the child's needs and how to respond to urgent situations.

Based on the findings of this inspection the service has been awarded the following grade: Quality Theme 2, Statement 2 - Excellent.

Areas for improvement

The owner could access the recently published ' Nappy changing facilities in early years, nurseries and large childminding services' to keep them updated with the expectations of services providers applying for registration.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

The comments and grade given at Quality Theme 1, Statement 1 is carried forward through Quality Theme 2, Statement 1, Quality Theme 3, Statement 1 and Quality Theme 4, Statement 1

Areas for improvement

The comments and grade given at Quality Theme 1, Statement 1 is carried forward through Quality Theme 2, Statement 1, Quality Theme 3, Statement 1 and Quality Theme 4, Statement 1

Grade awarded for this statement: 6 - Excellent

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

Following discussion with the staff, a sample of the documentation and observations of outcomes for children, this service was found to have an excellent performance in relation to this statement.

Throughout the inspection we found staff to be highly motivated to providing high quality care where the needs of the children are at the heart of their work. We saw extremely good interaction between staff members and children and they did this in a gentle and respectful manner.

An audit of staff qualifications confirmed that most staff held recognised qualifications with training in place to provide opportunities to ensure all staff were working towards a recognised childcare qualification. Training for qualified staff reflected personal interests as well as priorities highlighted in the annual improvement plan.

Staff told us that annual updating of child protection training ensured that they were aware of the procedures that they should follow. We spoke to staff of their knowledge on child protection issues and considered that they had a clear understanding of their roles and responsibilities in protecting children from harm and abuse.

Through our review of minutes of meetings and discussion with staff we were able to verify the following statement noted within the self-assessment:

We have a monthly staff meeting where all staff attend and we use this time to self-evaluate, share good practise, review policy or discuss procedures or training etc. Agendas and minutes are kept and shared with all staff.

We found staff communicated effectively formally, and informally with colleagues and management, and worked well as a team. Staff members told us that the meetings provided opportunities to 'bounce ideas of each other' and raised their awareness of what was happening in other areas of the nursery. They told us that information relating to training attended by staff was cascaded during the meetings which helped keep them updated good practice guidance and changes in Legislation.

We saw that training had been implemented that would benefit the whole service such as Talk Listen, Communicate (TLC) training and accreditation where staff learn of language strategies and their impact on staff/child interactions and children's early communication skills.

Inspection report continued

Staff told us that management encouraged them to attend training to support the needs of individual children such as PECS which helped support children's communication development. Staff told us that they were in the happy position of being able to reduce the use of pictorial signs with a child who had some communication difficulties due to the increase in the child's vocabulary.

All staff had to reflect on training they had attended and consider the impact that they expected it to have on the service provision. Further reflection approximately three months later looks at the actual impact on the service. This allowed management the opportunity to reflect on the value of training and the benefits of to the children and whole service of offering this training to other staff members.

We found the commitment of the nursery team and management to continually improve outcomes for children attending admirable. They had a clear vision for the future of the setting. This was supported by clear plans for its development and improvement for children. The nursery team were committed to continuous improvement, by further developing their knowledge and skills, reflecting on their practice, and enhancing what they did to promote the best outcomes for children.

Based on the findings of this inspection the service has been awarded the following grade: Quality Theme 3, Statement 3 - Excellent.

Areas for improvement

We would promote the service to take forward the areas of improvement as identified within their self assessment document which was:

Encourage staff to take part in training and to research new ideas or practises in planning/profile time.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

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

The comments and grade given at Quality Theme 1, Statement 1 is carried forward through Quality Theme 2, Statement 1, Quality Theme 3, Statement 1 and Quality Theme 4, Statement 1.

Areas for improvement

The comments and grade given at Quality Theme 1, Statement 1 is carried forward through Quality Theme 2, Statement 1, Quality Theme 3, Statement 1 and Quality Theme 4, Statement 1.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Inspection report continued

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

We found the service to have an excellent performance in relation to this statement. We concluded this following discussion with the owners, staff, a sample of the documentation and observations of outcomes for children. We spoke with staff throughout the inspection and observed their practice and were able to confirm the following as stated within the self-assessment document:

* Above all, the owner/manager tries to develop and promote strong, open and honest relationships with the staff to allow a healthy dialogue and enable the staff to be supported, understood, developed and managed. This approach aims to establish a participative and responsible team who take ownership and pride in the success of the nursery.

Staff were proud of their work and were focussed on the outcomes for the children. They were keen to take forward their own learning to increase their knowledge and skills and to support the needs of the children and families.

We found that the owner and staff team continually reflected on the quality of their practice, assessed what difference it makes to children's welfare, learning and development, and planned accordingly. The owner had a robust, calendared plan of monitoring practice within the nursery therefore this was well embedded within the service. We found that the owner, senior staff and nursery staff worked well together to monitor and evaluate the service as a whole. We saw that monitoring was focussed and provided staff with feedback on their practice which helped to target areas for improvement. These steps ensured continual improvement in the effectiveness of provision and outcomes for children and families. For example, previous monitoring had identified that more detailed next steps would target learning and support the development for the individual children. Monitoring also identified that enriched communication could further support some children's experiences in the nursery. As a result staff accessed training in TLC and baby signing which supported individual children to be more involved in the day to day activities in the nursery.

The owner and her husband continually carried out informal assessments of the premises both indoor and externally and regularly made changes to improve the environment such as painting of the interior and replacing paving stones in the outdoor. These were done to improve the service by making a cleaner, safer environment for the children. Solar paneling had been added in line with the Eco status of the nursery. The owner's husband (who was responsible for the maintenance of the premises) spoke with us about his hopes that the children's learning on saving the environment will have an impact on their future lives.

Inspection report continued

We saw that changes to nursery provision were made following feedback and discussions with parents. One parent had made comment on the process of transition into the nursery and the owner was able to evidence to us that she had taken these on board and had amended the nursery handbook in respect of this. These changes were made as the owner and staff felt that the requested increase in settling visits would help to reduce anxiety for parents and children and therefore provide a positive experience for all.

Parents and children's questionnaires, the Website, Email and the suggestions box all provided opportunities for parents to comment, suggest and evaluate the service provision.

The service produced a Quality Standards and Improvement Plan annually and this was regularly reviewed by the owner and staff ensuring it remained a high priority. The service was in partnership with the local authority for funded childcare places which meant that they were able to benefit from feedback from Local Authority Pre 5 officer and the quality assurance process related to this funding.

Management and staff were aware of the Public Services Reform (Scotland) Act 2010(1) and National Care Standards. They were aware of the need to provide the Care Inspectorate and the Scottish Social Services Council with notifications of significant events such as accidents and staff disciplinary procedures.

Staff were knowledgeable about GIRFEC and the SHANARRI indicators and knew who the named people would be for the children in their care.

Based on the findings of this inspection the service has been awarded the following grade: Quality Theme 4, Statement 4 - Excellent.

Areas for improvement

The service could consider further involvement of external stakeholders to extend opportunities for reviewing practice.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

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

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 Therme) 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 - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Environment - 6 - Excellent	
Statement 1	6 - Excellent
Statement 2	6 - Excellent
Quality of Staffing - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Management and Leadership - 6 - Excellent	
Statement 1	6 - Excellent
Statement 4	6 - Excellent

6 Inspection and grading history

Date	Type	Gradings
8 Jul 2012	Unannounced	Care and support Environment Staffing Management and Leadership
18 Nov 2010	Unannounced	Care and support Environment Staffing Management and Leadership
17 Nov 2009	Unannounced	Care and support Environment Staffing Management and Leadership

Inspection report continued

Date	Type	Care and support	Environment	Staffing	Management and Leadership
20 May 2008	Unannounced	6 - Excellent	6 - Excellent	5 - Very Good	6 - Excellent

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

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