

**PERTH AND KINROSS COUNCIL**

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

**2 September 2015**

**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 and schools undertaken by Education Scotland (formerly known as HMI) and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 4 May 2015.

**1. BACKGROUND**

**1.1 Education Scotland 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 4 May 2015 (Report No: [15/171](#) refers).

**Pre-School Centres/Schools**

- 1.1.4 HMI changed the format of reporting about schools in August 2011 and inspection reports provide an overall evaluation of the quality of the school's provision. In coming to a judgement HMI will aim to answer three key questions which are:
- How well do children/young people learn and achieve?
  - How well does the school support children/young people to develop and learn?
  - How does the school improve the quality of its work?

To help answer the first two questions, HMI provides a summary sentence followed by 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.

- 1.1.5 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive. They are:
- Innovative practice
  - No further inspection activity
  - Additional support for improvement
  - Continued inspection
- 1.1.6 In the case of an initial HMI inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.
- 1.1.7 Where further inspection activity is carried out, HMI will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits, and follow-up reports, on the school's website and on each school's page on [www.pkc.gov.uk](http://www.pkc.gov.uk).
- 1.1.8 In addition to HMI inspections, a range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self-evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session. The school visits form the core of the School Improvement Framework and will take the form of one or more of the following over a planned four year programme:
- School Improvement Visit;
  - Learning and Achievement Visit;
  - Extended Learning and Achievement Visit and follow up activity and visit.
- 1.1.9 During such visits, the School Improvement Plan, the Standards and Quality Report and the Self-Evaluation pro-forma are scrutinised and challenged, to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality of educational provision provided by the school. In most cases, an HMI inspection has confirmed the view of the school improvement team. Schools are also required to have robust processes of self-evaluation embedded in their quality assurance approaches. They are required to submit an annual summary of this work which is also subject to scrutiny by Education Services.

## 2. RECENTLY PUBLISHED REPORTS

### 2.1 Care Inspectorate Inspections

2.1.1 11 inspections (including the Joint Inspection of Luncarty Primary School and Nursery Class) have been undertaken and published<sup>1</sup> by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 4 May 2015 (Report No [15/171](#) refers). Of these reports, two require to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent). Balhousie Primary School Nursery was awarded one excellent evaluation and a copy of this report is included in Appendix 1. Muirton Community Nursery, a partner provider, was awarded four evaluations of excellent and a copy of this report is included in Appendix 2.

### 2.2 Education Scotland Inspections

2.2.1 Since the Executive Sub-Committee of Lifelong Learning Committee on 4 May 2015 (Report No: [15/171](#) refers) the following reports have been published by Education Scotland<sup>2</sup>:

- **Inspection of Dunning Primary School.** HMI will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 3a, together with a copy of the inspection letter in Appendix 3b. At the time of the 2014 Census, Dunning Primary School had 116 primary school children enrolled. The primary school has a staffing complement of 7.5 FTE teachers and 3.5 FTE non-teaching staff.
- **Joint Inspection of Luncarty Primary School and Nursery Class.** HMI and the Care Inspectorate will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 4a, together with a copy of the inspection letter in Appendix 4b. At the time of the 2014 Census, Luncarty Primary School had 151 primary school children enrolled and 27 nursery children enrolled. The primary school has a staffing complement of 9.4 FTE teachers and 9 FTE non-teaching staff and the nursery has 0.8 FTE non-teaching staff.
- **Inspection of Viewlands Primary School and Nusery Class<sup>3</sup>.** HMI will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 5a, together with a copy of the inspection letter in Appendix 5b. At the time of the 2014 Census (September 2014), Viewlands Primary School had 346 primary school children and 38 nursery children enrolled. The primary school has a staffing complement of 21.9 FTE teachers and 11.4 FTE non-teaching staff and the nursery has 2 FTE non-teaching staff.

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<sup>1</sup> As at 13 July 2015

<sup>2</sup> As at 13 July 2015

<sup>3</sup> Although this report was published prior to the last Executive Sub-Committee of Lifelong Learning Committee on 4 May 2015 a representative was unavailable to attend.

### 3. PERFORMANCE SUMMARY

This section provides a summary of inspection performance over the last five academic years. In this report, only pre-school centres/schools and primary schools are described. Previous reports describe secondary performance, which remains unchanged as there have been no inspections of these schools.

#### 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

3.1 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.

3.2 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. Three pre-school centres have been inspected during academic session 2014/15 and evaluated as good or better in relation to all five quality indicators. Annual performance relative to our comparator authorities and also Scotland is shown.

**Table 1: Pre-School Overview by Performance Indicator<sup>4</sup>**

Pre School	Satisfactory or Better						Good or Better					
	09/10	10/11	11/12	12/13	13/14	14/15	09/10	10/11	11/12	12/13	13/14	14/15
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	11	10	5	7	5	3	10	9	5	7	5	3
Learners' experiences	11	10	5	7	5	3	11	9	5	7	5	3
Meeting learning needs	11	10	5	7	5	3	11	8	5	7	5	3
<b>Core Quality Indicators</b>	<b>33</b>	<b>30</b>	<b>15</b>	<b>21</b>	<b>15</b>	<b>9</b>	<b>32</b>	<b>26</b>	<b>15</b>	<b>21</b>	<b>15</b>	<b>9</b>
	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(97%)	(87%)	(100%)	(100%)	(100%)	(100%)
The curriculum	11	10	5	6	5	3	10	7	4	5	4	3
Improvement through self evaluation	10	9	4	5	5	3	9	5	4	4	4	3
<b>All Quality indicators</b>	<b>54</b>	<b>49</b>	<b>24</b>	<b>32</b>	<b>25</b>	<b>15</b>	<b>51</b>	<b>38</b>	<b>23</b>	<b>30</b>	<b>23</b>	<b>15</b>
	(90%)	(98%)	(96%)	(91%)	(100%)	(100%)	(85%)	(76%)	(92%)	(86%)	(92%)	(100%)
<i>Comparator Proportions</i>	91%	92%	95%	93%	89%	94%	66%	68%	73%	71%	65%	70%
<i>National Proportions</i>	94%	93%	94%	94%	90%	92%	74%	73%	74%	73%	67%	65%
Total Number of PKC Quality Indicators	60	50	25	35	25	15						
Total Number of PKC Inspections	12	10	5	7	5	3						

<sup>4</sup> Comparator Authorities Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling

## Primary Schools

3.3 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 2014/15 and evaluated as satisfactory or better in relation to all five quality indicators.

**Table 2: Primary Overview by Performance Indicator<sup>5</sup>**

Primary	Satisfactory or Better						Good or Better					
	09/10	10/11	11/12	12/13	13/14	14/15	09/10	10/11	11/12	12/13	13/14	14/15
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	8	5	6	3	3	9	4	5	5	3	2
Learners' experiences	11	8	5	6	3	3	10	6	5	5	3	3
Meeting learning needs	11	8	5	6	3	3	9	4	5	4	3	3
<b>Core Quality Indicators</b>	<b>32</b> (97%)	<b>24</b> (100%)	<b>15</b> (100%)	<b>18</b> (100%)	<b>9</b> (100%)	<b>9</b> (100%)	<b>28</b> (85%)	<b>14</b> (58%)	<b>15</b> (100%)	<b>14</b> (78%)	<b>9</b> (100%)	<b>8</b> (89%)
The curriculum	11	8	5	5	3	3	9	3	4	5	3	3
Improvement through self evaluation	10	8	4	5	3	3	9	3	4	4	3	3
<b>All Quality indicators</b>	<b>53</b> (96%)	<b>40</b> (100%)	<b>24</b> (96%)	<b>30</b> (100%)	<b>15</b> (100%)	<b>15</b> (100%)	<b>46</b> (84%)	<b>20</b> (50%)	<b>23</b> (92%)	<b>23</b> (77%)	<b>15</b> (100%)	<b>14</b> (93%)
<i>Comparator Proportions</i>	94%	95%	94%	93%	76%	89%	73%	72%	75%	61%	46%	60%
<i>National Proportions</i>	95%	95%	94%	95%	87%	92%	81%	78%	77%	72%	63%	67%
Total Number of PKC Quality Indicators	55	40	25	30	15	15						
Total Number of PKC Inspections	11	8	5	6	3	3						

## Secondary Schools

3.4 Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector. There have been no inspections in 2014/15.

**Table 3: Secondary Overview by Performance Indicator**

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

<sup>5</sup> Comparator Authorities Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling

## 4 CONCLUSION AND RECOMMENDATION

Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.

4.1 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee:

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

### Author(s)

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### Approved

Name	Designation	Date
John Fyffe	Executive Director (Education & Children's Services)	25 August 2015

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

All Council Services can offer a telephone translation facility.

## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

### 1. Strategic Implications

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

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

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

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

### 2. Resource Implications

#### Financial

2.1 Not applicable (n/a)

#### Workforce

2.2 Not applicable (n/a)

#### Asset Management (land, property, IT)

2.3 Not applicable (n/a)

### 3. Assessments

#### Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

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

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

#### Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

#### Sustainability

- 3.3 Not applicable (n/a)

#### Legal and Governance

- 3.4 Not applicable (n/a)

#### Risk

- 3.5 Not applicable (n/a)

### 4. Consultation

#### Internal

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

#### External

- 4.2 Not applicable (n/a)

## 5. Communication

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

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

## 2. BACKGROUND PAPERS

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

## 3. APPENDICES

Appendix 1	<u>Balhousie Primary School Nursery</u> Care Inspectorate Inspection Report on the Day Care of Children
Appendix 2	<u>Muirton Community Nursery</u> Care Inspectorate Inspection Report on the Day Care of Children
Appendix 3a	<u>Dunning Primary School</u> Education Scotland Inspection Summary
Appendix 3b	Education Scotland Inspection Letter
Appendix 3c	Extended Learning and Achievement Visit Report November 2011
Appendix 4a	<u>Luncarty Primary School and Nursery Class</u> Education Scotland and Care Inspectorate Inspection Summary
Appendix 4b	Education Scotland and Care Inspectorate Inspection Letter
Appendix 4c	Extended Learning and Achievement Visit Report November 2010
Appendix 5a	<u>Viewlands Primary School</u> Education Scotland Inspection Summary
Appendix 5b	Education Scotland Inspection Letter
Appendix 5c	Extended Learning and Achievement Visit Report April 2012





## Care service inspection report

# Balhouses Primary School Nursery Day Care of Children

Dunkeld Road

Perth

PH1 5DH

Telephone: 01738 472220

Type of inspection: Unannounced

Inspection completed on: 6 May 2015

## Contents

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**Service provided by:**

Perth & Kinross Council

**Service provider number:**

SP2003003370

**Care service number:**

CS2003016071

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at [enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

## Summary

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

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

### We gave the service these grades

Quality of Care and Support 5 Very Good

Quality of Environment 5 Very Good

Quality of Staffing 6 Excellent

Quality of Management and Leadership 5 Very Good

### What the service does well

The service provided a caring and stimulating environment for children to play, learn and develop. Staff responded sensitively to the individual needs of families and maintained positive relationships with them. They provided opportunities for families to contribute to the service and took account of their views. The staff were highly skilled and have been in post for a number of years. They have access to a very good support system and to training opportunities.

A feature of this service was their multifaceted approach to supporting children and parents whose first language was not English.

Self evaluation was integral to the work of the service and was informed by the views of children, their families and other interested stakeholders.

### What the service could do better

The service should continue to use their excellent evaluation processes to identify areas for improvement and development. Staff could consider how to minimise any duplication of paper work and recording.

### What the service has done since the last inspection

The service had developed a comprehensive programme to support children and their parents where English is their second language. They had also strengthened links with the Early Years department in the school.

The outside play area of the service had been developed to provide more interest for the children.

## **Conclusion**

This highly motivated and skilled staff team worked in partnership with parents to provide a welcoming, safe environment with a clear focus on improving outcomes for children.

Children were welcomed into a caring and stimulating environment where they could play, learn and progress with their individual development. The professional staff team worked well together to provide daily experiences to support the children to reach their full potential.

## 1 About the service we inspected

Balhousesie Primary School Nursery is registered to provide a care service to a maximum of 40 children aged 2 years to those not yet attending primary school. The service operates from within Balhousesie Primary School. Children have access to two large playrooms, toilets, large hall and a fully enclosed outside play area. 'The aims of the service is to provide your child with a happy, safe and stimulating environment in which to learn. (children) will be given opportunities to develop socially, emotionally, physically and educationally.'

### Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

### Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Act, its regulations, or orders made under the Act, or a condition of registration.

Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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

**Quality of Care and Support - Grade 5 - Very Good**

**Quality of Environment - Grade 5 - Very Good**

**Quality of Staffing - Grade 6 - Excellent**

**Quality of Management and Leadership - Grade 5 - Very Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0345 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

We compiled this report following an unannounced inspection that took place on 5 May 2015 between 9 am and 1 pm and an announced visit on 6 May 2015 between 10.45 am and 1.15 pm. We gave feedback about the inspection to the nursery staff and to the head teacher after the inspection.

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

We issued questionnaires to relatives and carers of people who used the service. Four completed questionnaires were returned to us before the inspection.

We also spoke with some of the children who were present during the morning session and with parents who were collecting children from the service. We also assessed the whole nursery experience for children using this service.

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

We observed the staff working with the children

We looked at:

registers

service diary

displays

registration certificate

questionnaires

care plans

accident and incident records

the environment, toys and equipment

risk assessments

children's records

planning documents

quality assurance documentation

notes from meetings

## **Grading the service against quality themes and statements**

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

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

## **Inspection Focus Areas (IFAs)**

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

## **Fire safety issues**

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

## **The requirement**

The provider must ensure that all pieces of equipment used within the service are clean and fit for purpose at all times for the health and safety of the children. The cleaning schedules should be reviewed to ensure they include all equipment used within the service.

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

Timescale: On receipt of this report.

## **What the service did to meet the requirement**

Microwave was added to weekly cleaning schedule and at the time of the inspection was found to be clean.

**The requirement is:** Met - Within Timescales

## **The annual return**

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

**Annual Return Received:** Yes - Electronic

## **Comments on Self Assessment**

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

The Care Inspectorate received a fully completed self assessment document from the provider.

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

The children appeared happy and confident. We saw that children were involved and busy and they were able to access activities and equipment of their choice.

## **Taking carers' views into account**

Parents who made comment to us, indicated they were very happy with the quality of care their children received. Further comments are contained in the body of the report.

## 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: 5 - Very Good

#### Statement 1

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

#### Service strengths

We found this service was performing to a very good standard in the areas covered by this statement. We

concluded this after we spoke with the early years practitioners, the early years support teacher, head teacher, parents and children who used this service and viewed relevant documentation.

Staff were pro-active in gathering parent's and children's views about all aspects of the service. Views of families were respected and they were fully included in the care service. A wide variety of effective strategies were used to encourage families to participate. These included the following:

- Informal chats at drop off and pick up times and during the settling in process provided information about children's needs.
- Regular parent's and children's questionnaires. The parent's 'Two Stars and a Wish' questionnaire had highlighted two recurring themes. Parents had asked for more trips and for improvements to be made to the garden area. Both issues had been actioned. Outings to local amenities had taken place, flowers were planted and plans put in place to do further works in the garden.
- Children's' folders were available for parents to read and make comment in when they wished. These showed the progress children had made.
- Staff evaluated children's experiences and they asked the children what they liked and did not like, for example snack choices and activities. Children were also involved in planning outings and activities. At the end of each session children thought about the toys and activities they had played with and then placed a happy or sad face beside these. Staff also used 'thumbs up, thumbs down' with the children as a

way of children indicating their preference. Staff collated the results and took action to make any improvements that were identified.

- A website provided opportunity to give feedback and this had a translation service for Polish speaking families. A number of families who used the service had English as a second language.
- Information boards gave information about the community and the nursery/school.
- Parent helpers were welcomed and could see at first hand how the service cared for their children.
- Events such as 'Bring your grandparent to nursery', 'Play and Stay' sessions and parent's groups, supported families to feel at ease in the service, gave opportunity to get to know staff and helped parents feel able to give their opinions.

From our observations of the interaction between staff and children we saw that staff respected and valued the input of the children into the activities they provided for them. We heard one child who was evaluating an activity she had been involved in, say to staff that she had changed her evaluation of an activity. Staff replied, 'That's fine, you have every right to change your mind.'

In our questionnaire, the four parents who returned these, confirmed that:  
'I received clear information about the service before my child started using it. My child and I were able to visit the service before starting to use it.  
I am kept informed about what is happening in the service, for example through newsletters and information boards'.

These parents also agreed that the service had involved them and their child in developing the service, for example by asking for ideas and feedback.

Parents we spoke with during the inspection told us that staff were easy to talk to, that newsletters were issued regularly, that there was lots of useful information provided and that staff listened to their views. One parent suggested the nursery would benefit from a coat of paint.

Feedback from parents to the nursery included the following comments:  
'I feel I am not getting as much information and I really miss the weekly newsletters.'  
'There seems to be enough information all around the nursery. The staff use their free time with more pressing activities.'  
'Very happy with news as it comes and feel well-informed about progress and activities.'

### **Areas for improvement**

Management and staff were continually looking for innovative ways to engage people who used the service, in giving their feedback. They were planning to use the 'Talking Tins' as another way to gather children's views.

The provider should continue to monitor and maintain the quality of children's and parent's participation in the service.

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Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

## Statement 2

We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.

### Service strengths

We found this service was performing to an excellent standard in the areas covered by this statement. We concluded this after observing staff interaction with the children, looking at planning and evaluation records, discussion with staff about training opportunities and discussion about individual children's needs.

We observed a number of situations where staff were responsive to individual needs and had adapted activities to support individual children's development and include them in an activity. For example, a water play activity had been developed with one child in mind who was thought to have sensory issues. Another child was encouraged to develop skills in using scissors by adding scissors to the equipment available at the play dough table. Play dough was a particular favourite of the child. Staff worked with other agencies to support children with additional needs and integrate them into the nursery.

The staff had set up a 'Peace Table' where the children who had disagreements with each other would go and sit down and talk about the issue then come to some resolution.. A handshake then sealed the outcome. This excellent practice meant that the children felt included and responsible.

An extensive and innovative programme had been put in place to support children whose first language was Polish. For example, topic resource bags ('Blether Bags') were used that contained 'Talking Tins'. Children from primaries 5 and 6 had recorded the names of the items in the topic bags in both English and Polish. The bags could be taken home by the children and explored with parents. The primary children also visited the nursery to read stories and play with the children to strengthen their language development in their first language-Polish. One older child had commented to the nursery, 'It's fun in the nursery and it brings back memories of when I used to be in nursery and couldn't speak English.' Nursery children's parents were included in this learning and were given the opportunity to attend groups where they learned new skills and discussed a variety of issues. This helped them feel part of the nursery and school community and enabled them to be more involved in their children's learning. Parents of 2-year-old children were closely involved in developing and reviewing care plans and had contact with staff every day at the start and end of the sessions.

This excellent practice meant that children were nurtured, included and were achieving.

Staff demonstrated that they knew the children very well and they picked up on developmental concerns. Individual plans were put in place to support these children. Staff worked with parents on a variety of learning milestones such as toilet training and attachment issues. We saw that daily and longer term planning reflected the developmental needs of the children. Planning considered things the children could do, learning experiences that would enhance existing knowledge and skills, changes to the environment that would support children's development, next steps and an evaluation. Children used mind maps, talking and thinking books and happy/sad faces to plan and evaluate activities and learning.

Individual profiles that the children call their special folders, contained observations, next steps, examples of work, photographs and learning records. Children's records were up to date and comprehensive. Parents and children could look at these together at any time and parents could comment directly into these.

The nursery staff had attended training on 'Getting It Right For Every Child' (GIRFEC), Pre Birth To Three and used a range of resources such as the My World Triangle and the SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Respected, Responsive, Included) to support them to improve outcomes for children. Staff had also attended nurture training and managing behaviour training, to support children's social and emotional development.

We observed that staff interaction with the children was very positive with lots of fun, praise, smiles, encouragement and interest. Children were reassured and comforted when needed.

The quality of learning experiences on offer to the children was evidenced in the Talking and Thinking books. These were of high quality and showed clear links between planning and children's learning and development. There was a very good range of resources for the children. The children were supported by the excellent quality of staff child interaction.

Staff were very organised which meant the routine in the nursery flowed easily and children were never waiting around for the next activity. They were always involved, occupied and happy with the range of equipment and activities available. At the time of the inspection, we saw that there were enough staff who were properly skilled to care for the children present.

### **Areas for improvement**

The nursery plan to further develop their programme and strategies to support the children's language development.

**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: 5 - Very Good

### Statement 3

The environment allows service users to have as positive a quality of life as possible.

#### Service strengths

We found this service was performing to a very good standard in the areas covered by this statement. We concluded this after looking at spaces and rooms available to people using the service, viewed how the spaces were used, spoke with staff, had feedback from parents and children and examined policies, procedures and the premises.

The play rooms were bright and airy with appropriate heating and lighting. The layout of the playrooms allowed the children to move freely with no obstructions.

Occupational Therapy staff assessed the play space with nursery staff to make sure children with additional needs could access all areas. This helped to maintain a safe environment.

A wide range of equipment and resources were suitable for the children and were effectively organised. Children's work was displayed attractively.

We confirmed that the premises were clean and generally well maintained. Systems were in place for reporting defects and maintenance issues. This helped to ensure the continuing safety of the premises.

We noted that the staff made effective use of outdoor play areas and also took the children on regular trips out-with the nursery. Children had been to the local supermarket, parks, sports centre and other local places of interest. This provided opportunities for children to access fresh air, to enjoy energetic play and to explore their local environment, which promoted their health and wellbeing.

Nursery children were included in the life of the school and took part in school events such as fundraising activities and assemblies.

Adults and children used photographs to record children's achievements and celebrate their successes. Photographs were included in the talking and thinking books. Children looked at these often and reviewed their learning.

Visits to other nurseries were made by staff to gather ideas and make plans to develop the outdoor areas. Staff also developed their knowledge about appropriate environments for the youngest children. This supported staff to provide play suitable for the needs of all the children and encourage active play opportunities.

The staff promoted and encouraged a calm atmosphere in the playrooms and routines and transitions from one activity to the next were handled sensitively by staff. We saw that children were happy and relaxed and confidently explored the environment. Children had formed warm, secure attachments with staff. This supported children to make meaningful use of their environment.

### **Areas for improvement**

Staff should continue with their plans to develop the outdoor play spaces to ensure children can access a wide range of play and learning experiences. They should also continue to evaluate the quality of experiences provided for the youngest children to ensure their developmental needs are being met.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 5

The accommodation and resources are suitable for the needs of the service users.

### Service strengths

We found this service was performing to a very good standard in the areas covered by this statement. We concluded this after observing resources and the toilet areas, spoke with staff and parents and observed how children used the space and resources.

We saw that staff were alert to the needs and preferences of the children and changed resources regularly to accommodate this. Children were consulted in a variety of ways and this meant that planned activities were meaningful to children because they were based on things they enjoyed. The play areas were set out in a way that provided distinct areas such as a quiet cosy area, areas for messy play, role play, energetic and adventurous play and a house area. Resources also provided stimulating sensory experiences for children to touch and explore.

Activities and equipment were freely available to the children and these were displayed and stored in ways that supported children to make choices and develop their own ideas.

The staff were qualified with a great deal of experience of child care. They had visited other establishments to increase their knowledge about appropriate environments for the youngest children. During the sessions for the two-year old children, one room in rotation was closed off, to allow children to make meaningful use of the range of activities and provide the appropriate level of adult support.

The children were always involved in meaningful planning activities and they decided on the resources and experiences they would like. Children evaluated activities using happy/sad face cards and thumbs up/thumbs down to indicate preferences. Their evaluations were recorded in planning and used to inform next steps. This meant children felt respected, responsible and included.

### Areas for improvement

In discussion it was established that the staff were aware of the need to monitor the impact on the quality of experience for the 2-year-old children, in relation to staff ratios. The service was operating on the ration of one adult to five children aged two to three years.

While we saw that staff were meeting the needs of the group of five two-year olds who were present during the inspection, the more demanding and intense care needs of this age group, for example toilet training, meant that one of the two staff members could be attending to children's physical needs for a large proportion of the session. The session normally provided for a total of 10 children at any one time.

The toilets and changing area were situated out of the playrooms and along a corridor - a risk assessment undertaken for the older children to go to the toilets on their own, underlined the need for younger children to be taken to toilets by an adult. This means that one staff could be providing for the care, emotional and developmental needs of the remaining children.

The staff agreed to record any issues where they considered children's needs were not being supported appropriately and discuss this with the early years support worker and head teacher for their consideration.

The service identified that further development was planned in the outdoor areas and plans were in place for this.

A parent had commented to us that the premises would benefit from being painted. The staff and head teacher agreed with this observation and proposed it be included in the long-term refurbishment plan for the school.

**Grade awarded for this statement: 5 - Very Good**

**Number of requirements: 0**

**Number of recommendations: 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

### Statement 3

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

#### Service strengths

We found this service was performing to an excellent standard in the areas covered by this statement. We concluded this after we spoke with staff and parents and observed staff practice.

We confirmed that staff understood their responsibilities under Scottish Social Services Council's codes of conduct and were a highly skilled, experienced and motivated workforce who worked well together. The strengths highlighted throughout the inspection reflected staff skills and demonstrated their commitment to providing children with experiences which promoted their individual interests and wellbeing.

The nursery staff held the required qualification for their job role and were registered with Scottish Social Services Council. They had been employed in their role for a considerable number of years.

Children were safe and protected because staff demonstrated a good knowledge and understanding of child protection. Staff had addressed issues immediately and asked senior staff to follow-up when necessary.

Through discussion, staff demonstrated their awareness of the service's 'whistle blowing' policy and acknowledged the importance of reporting a colleague's poor practice. This maintained good outcomes for children in keeping them safe.

A formal system to identify staff development needs and a staff training programme was in place. Training records were kept for staff and these were informed by annual appraisals, meetings with the early years support worker and the principal teacher. Staff practice was monitored by the early years support worker.

Staff kept up to date with current best practice guidance and legislation by a number of different methods including:

- they were alerted by the early years support worker
- attendance at peripatetic support meetings and early years network meetings - regular meetings with senior staff
- visits to and by other early years staff

Staff benefited from half day per week non contact time with the children, to address professional development, maintaining and update the environment for the children and maintain children's records.

To maintain effective communication, staff met regularly to plan for the children. Records were kept of these meetings.

Staff demonstrated excellent interpersonal skills in their interactions with the children and with their parents. We observed a high level of positive interactions and stimulation. The staff provided a nurturing and fun environment for the children and were focussed on promoting positive outcomes for them. There was a culture of celebrating success and staff, children and parents made comment on the children's 'achievement wall'.

Staff demonstrated a very good knowledge of child development and attachment. Staff were given opportunity to keep up to date with best practice and research. Staff told us about the benefits for the children from their attendance at training events about GIRFEC (Getting It Right For Every Child) and the SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included).

Through discussions with staff and observation of staff practice, we concluded that staff were providing an excellent quality of care where children could be supported to grow and develop to meet their potential.

Staff confirmed management was supportive of their work and they were involved in evaluations and decision-making within the service. They were supported by an Early Years Support Teacher and an Early Years Development Teacher.

The returned Care Standard questionnaires indicated that parents felt confident that staff would protect their child from harm, abuse, bullying and neglect. Feedback from parents also highlighted that they rated the staff highly and felt confident in staff ability to care appropriately for their children. Parents agreed that staff had the skills and experience to care for the children. Further comments about staff included the following:

'Brilliant', 'Staff are really good', 'Approachable', 'Easy to talk to'.'

### **Areas for improvement**

Staff told us they have some involvement in the school improvement plan. They have requested that their level of involvement is increased so that nursery issues take on more significance

The senior staff should continue to support staff through regular meetings and monitoring of staff practice. These measures will support the staff to reflect on their practice and provide a professional service that meets best practice guidance and current legislation.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## **Statement 4**

We ensure that everyone working in the service has an ethos of respect towards service users and each other.

### **Service strengths**

We found this service was performing to an excellent standard in the areas covered by this statement. We concluded this after we spoke with staff and parents and observed staff practice. Evidence from Quality Statements 1.1, 1.2 and 3.3 was also used to inform the grading for this statement.

Staff demonstrated a caring and empathetic attitude towards the children and their parents. Staff made a point of thanking parent helpers and valued their contribution to the nursery. They took time to talk with parents at the beginning and end of each session and encouraged parents to feel part of the nursery. They were sensitive to providing a private space for parents to discuss any issues.

Staff were respectful of children's privacy and dignity. They actively listened to the children and valued their views and opinions.

Staff were respectful and caring of colleagues. We saw that they demonstrated their respect for each other's contribution to the nursery provision throughout the inspection.

They were positive role models for the children, parents and students.

The senior staff in the school and nursery respected the views of the nursery staff and they were included in all decisions and developments within the nursery. The nursery children and staff were also included in whole school activities such as the 'Big Pedal' and other fund-raising activities..

Secure systems were used to keep information about children and families and was shared on a need to know basis. Parents were asked for their permission when information was to be shared with other professionals.

Staff were aware of and followed, the Scottish Social Services Codes of Conduct. The SHANARRI indicators and the National Care Standards were embedded in practice. The SHANARRI indicators were used as an audit tool to evaluate how well the nursery was meeting children's needs.

### **Areas for improvement**

The staff planned to continue to involve parents in agreeing and reviewing care plans for the two-year old children, using the SHANARRI indicators.

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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: 5 - Very Good

### Statement 2

We involve our workforce in determining the direction and future objectives of the service.

#### Service strengths

We found this service was performing to a very good standard in the areas covered by this statement. We concluded this after we spoke with staff and parents and observed staff practice. Evidence from Quality Statements 1.1, 1.2, 2.3 and 3.3 was also used to inform the grading for this statement.

Nursery staff had day-to-day leadership responsibility within the service and were involved in systematic evaluation and discussion of their work.

The early years support teacher visited weekly and Child at the Centre 2 and Curriculum for Excellence aims, were used as monitoring guidelines.

Staff had clear plans for maintaining and improving the service. For example, the development of the service for the children aged two to three years and development of the new school website. Nursery staff contributed to the website to inform parents about children's learning and development. The website initiative was a whole school plan and nursery staff were fully involved in this. The development of strategies to support children with English as their second language, has been and continues to be, a prime initiative taken forward by nursery staff.

Nursery staff updated the service's Care Inspectorate Self Assessment document regularly and evidenced progress in their 'Action Plan Talking and Thinking book'. This showed clearly the nursery development plans, targets and achievements.

#### Areas for improvement

The staff planned to continue with visits to other early years services to share best practice. A particular focus was on the development of the use of ipads in the nursery.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 4

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

### Service strengths

We found the performance of the service to be very good for this quality statement. Examples of evidence and outcomes for children who used the service that supported this, included:

- Senior staff in the school and the early years support worker met with nursery staff regularly to monitor the quality of service provided and review identified next steps relating to the improvement plan.
- Records were kept of meetings and communications between staff and parents.
- Staff practice was monitored by senior staff to ensure health and safety aspects of the service were maintained at all times.
- When particular needs were identified, training was found for staff. This meant that children's individual needs could be recognised and they received appropriate additional support and care.
- The staff evaluated the quality of the service using a variety of methods that included, the Improvement Plan, Child at the Centre 2, How Good Is Our School 3 and the National Care Standards. They used informal and formal methods to involve children and parents. For example, children were asked for views and opinions about activities, staff discussed how children had participated in activities, children's learning outcomes were measured against targets, informal daily chats with parents and children and parent questionnaires. Children were encouraged to provide feedback about the staff through drawings and mind maps. Activities were adapted as necessary to ensure all children were able to participate and gain the most from the experiences provided.
- Developing their own improvement plan enabled the staff team to consider the overall quality of their work, and assess if they were continuing to provide positive outcomes for the children in their care.

The following information was available for people who used the service and to other agencies involved with the service:

- The statement of aims and objectives which reflected the ethos of the service -  
Complaints procedure

- Parent and children participation policy -
- Annual improvement plan
- Inspection report

Parents who made comment to us during the inspection and in the returned Care Standards Questionnaires, indicated they had been asked their views about the service provided for their children and were given sufficient information about the service.

## **Areas for improvement**

Staff told us they planned to enlist the support of English as a second language staff, to help parents contribute their thoughts and ideas in the parents Talking and Thinking book.

Nursery staff have asked senior management in the school to allow nursery staff to have more involvement in the review and discussion of the School Improvement Plan.

**Grade awarded for this statement:** 5 - Very Good

**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 Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

## 5 Summary of grades

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 2	6 - Excellent
<b>Quality of Environment - 5 - Very Good</b>	
Statement 3	5 - Very Good
Statement 5	5 - Very Good
<b>Quality of Staffing - 6 - Excellent</b>	
Statement 3	6 - Excellent
Statement 4	6 - Excellent
<b>Quality of Management and Leadership - 5 - Very Good</b>	
Statement 2	5 - Very Good
Statement 4	5 - Very Good

## 6 Inspection and grading history

Date	Type	Gradings
9 May 2013	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
12 May 2010	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 4 - Good Management and Leadership 4 - Good

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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## Care service inspection report

# Muirton Community Nursery Day Care of Children

Gowans Terrace

Perth

PH1 5AX

Telephone: 01738 625933

Type of inspection: Unannounced

Inspection completed on: 27 February 2015

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### **Service provided by:**

Muirton Community Nursery Training and Childcare Project

### **Service provider number:**

SP2003002186

### **Care service number:**

CS2003010140

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at [enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

## Summary

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

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

### We gave the service these grades

Quality of Care and Support	5	Excellent
Quality of Environment	5	Excellent
Quality of Staffing	5	Excellent
Quality of Management and Leadership	5	Excellent

### What the service does well

Children were confident and happy. Their health and wellbeing was supported well by staff as they spent time getting to know children and their families. This enabled good relationships to be formed with parents and contributed to positive care partnerships.

We found the drive of the management team and the clear agenda for continual improvement admirable. Management and staff were strong in their commitment to further advance the engagement of the children and families attending.

### What the service could do better

The service should continue to develop the excellent practice evidenced within their self assessment, ensuring the continued outcomes for the children.

### What the service has done since the last inspection

The service has been proactive in identifying and actioning areas of development to continually improve the service provided for children and their families.

## **Conclusion**

The children were supported by nurturing, enthusiastic staff who were focussed on creating a child-centred learning environment. Children were fully involved in planning for their own learning and they enjoyed the wide variety of activities which stimulated their learning and development.

## 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com).

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

### Requirements and recommendations

If we are concerned about some aspect of a service, or think it needs to 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 based on best practice or the National Care Standards.

- 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 ("the Act") and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Muirton Community Nursery is registered to provide a daycare and after school care service for children to a maximum of 50 children at any one time aged between 2 years and 16 years.

The nursery operates from a detached, single storey, purpose-built premise, located in the Muirton area of Perth. The purpose-built accommodation provides a safe, secure and hygienic environment for children. The reception area and playrooms are welcoming, inviting and stimulating. Staff displayed children's work attractively to enhance the child-centred surroundings. Externally, there is a fully enclosed, well equipped and well maintained outdoor play area which stimulates children's play, learning and imagination.

The nursery is managed by a management committee consisting of parents, representatives from the local authority and other voluntary agencies.

The aims of the nursery included:

- To provide a child centred, stimulating environment where each child will be given the opportunity to develop their full potential by valuing each child as an individual and treating each child with equal concern.
- To create a safe, secure, caring, and nurturing atmosphere where children can become successful learners, confident individuals, responsible citizens and effective learners.
- To provide a broad, balanced and exciting curriculum which is appropriate to the needs of each individual child and groups of children.
- To promote active learning through a variety of child initiated and adult led activities and experiences that are designed to support and challenge.
- To build strong relationships with parents/carers and work with them to ensure that the health, wellbeing and development needs of their children are met.
- To work with parents/carers and other support agencies to ensure that an effective system of early intervention is in place should children need additional support in their development and learning.

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

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

**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](http://www.careinspectorate.com) or by calling us on 0345 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 unannounced inspection visits to the service on 18 and 26 February 2015. Two inspectors carried out the inspection and gave feedback to the manager (project supervisor) and depute manager at the end of the day.

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

We sent Care Standards Questionnaires (CSQs) to the nursery for distribution. Eighteen of these were completed by parents/carers and returned to the Care Inspectorate for inclusion in the inspection process.

We examined policies, procedures, records and other documentation, including the following:

- Supporting evidence sampled from the up to date self-assessment that we asked the provider to complete and submit to us
- Records maintained for individual children that told us how their health and wellbeing needs were being met
- Certificate of registration
- Certificate of public liability insurance.

We spoke with the management team and staff of the provision.

We spoke with children and parents.

We inspected the general environment and equipment used in the provision of the service.

We observed the interaction between staff and children.

As part of this inspection we have focused on how this service has promoted children's health and wellbeing through infection prevention measures.

To assess how well the service had been providing care to the children using the service we gathered evidence from a range of sources. The Getting It Right For Every Child (GIRFEC) quality indicators were used to ensure a holistic approach. More information about the GIRFEC approach can be found at [www.hub.careinspectorate.com](http://www.hub.careinspectorate.com).

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.firelawscotland.org](http://www.firelawscotland.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.

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**

The children were seen to be having fun and happy times. A group of children had been on an outing and eagerly told us about all the things that they saw especially the bugs and the acorns.

Others were keen to show and talk to us about their learning journals.

## Taking carers' views into account

Eighteen Care Inspectorate parent/carer questionnaires sent to the nursery for distribution were completed and returned for inclusion in the inspection process. An audit of these indicated that parents/carers were very happy with the service provision.

Six of the parents had added comments within their questionnaires. We also spoke with parents on the day of the inspection.

All the comments were noted to be very positive and complimentary to the nursery practices. Some of these comments have been noted throughout the report. Other comments included:

- "I find that the staff are the biggest asset and care about the children individually." - "I feel the nursery applies the SHANARRI principles to all the children but with my son I can see the difference it makes daily. Socially interacting with children and staff, achieving the skills I want for him, enjoying playing outside, being an ECO helper then applying them at home. Overall, I would highly recommend the nursery for 'Getting It Right For Every Child.'"
- "I am part of the committee and they care about the children first every time. They take every parent's opinion seriously and use their money on important things that are needed. My child always gets to study a topic he requests."
- "I think the nursery is brilliant and I would highly recommend."
- "My child is happy and so am I"
- "Excellent nursery."

## 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 through discussion with the management team, staff members, feedback obtained from parents and questionnaires and through observation of relevant documentation.

Communication and inclusion were key elements to Muirton Community Nursery.

The service requested additional Care Inspectorate questionnaires in the Polish language to be supplied to ensure that parents who had English as an additional language were able to be included in the inspection process. A bilingual worker attended the service weekly and helped to support children and their parents. The extension of parental engagement had been a priority project for the service. We saw many of the tools that were in place such as 'talking pens', 'voice postcards' voluntary support workers and translation programmes for IPADS. We noted statistics from the project which showed a large increase in the number of parents and the level to which parents become engaged with the service. This impacted on the outcomes for the children as language barriers were broken down and more in-depth discussions could take place between parents and staff.

Staff placed high emphasis on communication with parents which meant that partnerships with parents was strong. Information gained from parents daily provided staff with information such as the children's interests and recent home life experiences. This helped staff with their planning of children's learning needs. For example, staff planned activities to extend the children's interests and learning.

Parents told us: 'My child always gets to study a topic he requests.' Parents were complimentary about the nursery. For example, they commented that 'They take every parents' opinions seriously,' and 'The nursery is brilliant.'

Children were keen to talk and were given the time and opportunity to speak to staff who listened attentively. We heard staff encourage the children's conversations and extend their learning through questioning. The children were keen to share their learning profiles with which they were very familiar. Staff were enthusiastic about the children's learning and from discussion with the children we were able to hear that this excitement had been passed to the children making them eager to learn.

The service had a very colourful and informative website where parents could access information such as the handbook (English and Polish), newsletters, staff details and various reports on the service provision. Facebook pages communicated the daily business of the centre.

Questionnaires provided opportunities for parents to input into the evaluation of the service. Responses were collated and audited and results communicated to parents on the notice board. We saw that the service responded effectively to comments made by parents such as extending the use of social media to give alternative opportunities to keep up to date with nursery activities.

Information was easily accessible to parents within the nursery. The spacious entry hall was designated as a parent area and contained comfortable seating should parents wish to take time to browse the information folders and displays. Noticeboards were neat and tidy and colourful. They contained a great amount which kept parents informed of nursery practices. The admin office led off this area and staff were always on hand to answer questions.

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

### **Areas for improvement**

The service should continue to develop the excellent practice evidenced within this quality statement ensuring the continued outcomes for the children.

**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

This statement was examined, as it is important to identify how the children's needs were met in the setting. During the inspection we considered how they met the needs of children and shared information with parents and other professionals to ensure each child's health and wellbeing was promoted. We also observed how the staff cared for the children and reviewed written documents, which demonstrated how the staff evaluated outcomes for children. We found children's health and wellbeing needs were exceptionally well met throughout the service. The management and staff were extremely vigilant in their approach to gathering and sharing information which supported the care needs of the children, with plans for individual children being focused around Getting It Right for Every Child (GIRFEC) and the wellbeing indicators. The grade for this statement was excellent.

Management and staff provided a warm, caring and nurturing environment for children and their parents. They supported the children extremely well and each staff member knew the importance of helping children form secure emotional attachments within the service, meaning children felt confident and comfortable whilst at the nursery. Staff understood communication was key to ensuring this. Staff worked with many children where English was not their first language. They provided a variety of ways to help children understand and communicate within the service. For example all of the staff used signing to help children with any level of communication understand what was being said or was happening in their room. They constantly spoke with the children, questioning them and encouraging them to contribute to any discussion or activity, promoting language skills and helping them get involved. They had considered creative ways in which children could have connections with parents when they were not around. For example they provided talking postcards for parents to record a message for their child. The child or staff member could then access the recording to help provide some reassurance and comfort when needed. They told us some children used the postcards often and that they provided exceptional comfort to some of the children when needed.

Children's health and wellbeing whilst at the nursery was exceptionally well supported and encouraged by staff. Children's hygiene procedures were thorough and contributed to their safety. Staff supported children to ensure that hands were properly cleaned prior to eating, after using the toilet and after they had been outside. Snack and meals were cooked from fresh on the premises and were varied and healthy. Staff sat with children encouraging them to try new foods and helping them develop good eating habits and social skills.

Menus were planned using guidance such as Nutritional Guidance for Early Years, contributing to children receiving healthy and nutritious food whilst at the nursery. It was great to see children getting the opportunity to learn more about food, and where it comes from as they helped to plant, care for and grow fruit and vegetables which were used at snack and meal times.

Children had excellent opportunities to be active and get outdoors. Each of the playrooms had direct access to outdoor play areas, where curriculum activities were also delivered. Children could freely access outdoors and were seen to enjoy a good selection of energetic and physical play opportunities, as well as some quieter activities such as sand and water play, as well as digging and role play. Staff were vigilant in their supervision of these areas and reminded children about how they kept themselves safe whilst in the area. Outdoor play was encouraged at all times, for example we heard one child tell staff who had invited them outdoors "it's raining", the staff member responded "I know it's raining but we can wear our jackets". Helping the children and reassuring them that it was okay to be outside in the rain.

Children's behaviour was good because they knew what was expected of them within this nurturing and caring environment. Staff were gentle and kind, and encouraged the children to play well with each other. Children shared, took turns and were considerate and respectful of others. Staff listened to and praised children, which promoted their self-esteem and confidence. This contributed to children feeling respected, safe and secure in the setting and helped them feel confident about exploring and trying new things.

Children's development and learning was monitored by staff well and staff were skilled at providing activities and opportunities which helped children explore and contributed to their achievements. There were thorough recording systems in place which ensured that each child's individual learning was considered and addressed. Staff naturally extended play opportunities for the children to introduce more challenge and learning, helping children achieve throughout their time with them. All staff knew the children exceptionally well and were able to provide a fun and learning environment for them.

Staff and management were committed to ensuring the children's safety within and outwith the service. They had clear policies and procedures about protecting children and the staff were extremely knowledgeable about how to keep the children safe. Staff knowledge of the children, families and area contributed to them being able to provide a programme within the nursery where they informed children about keeping themselves safe. For example they had visits from the community police, and took part in children's traffic club, where they were learning about keeping themselves safe. Children also assisted when carrying out risk assessments, helping staff to identify and reduce any risks in the nursery. This contributed to them being able to do the same in other environments, helping protect them. Staff and management had an extremely good knowledge of child protection and clear procedures if anyone had concerns regarding a child in their care. This helped safeguard all children attending the service.

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

Quality Theme 1, Statement 3 - Excellent

### **Areas for improvement**

The service was committed to ensuring they continued to meet children's health and wellbeing whilst in the service and planned to further develop use of the GIRFEC wellbeing indicators and the use of the 'My World Triangle'.

**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: 5 - 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 grade and comments given at Quality Theme 1, Statement 1 are carried forward through Quality Theme 2, Statement 1, Quality Theme 3, Statement 1 and Quality Theme 4, Statement 1.

### Areas for improvement

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

**Grade awarded for this statement:** 5 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 2

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

### Service strengths

We found the service to have a strong performance in relation to this statement. We concluded this through observation of the premises, discussion with the management team, nursery staff, a sample of the documentation and observations of outcomes for children.

Children were gently reminded about safety throughout the day. Children took care of their environment. They were involved in deciding the rules of the nursery such as no running and playing safely. Children were helpful and showed consideration for others by tidying up resources when they were finished playing with them. This showed us that the children were learning to be responsible citizens who respected their environment and resources.

Children were a key element in the ECU committee and were extremely proud of their roles as ECU helpers. The commitment of the children, staff and parents meant that the nursery was successful in achieving the Green Flag status. Within the submitted self-assessment the service told us that assessors were impressed with the children's knowledge of eco issues and with the evidence of their involvement which had been collected in the eco talking and thinking books.

Children were encouraged to take responsibility for assessing and managing risks and setting their own boundaries. Daily opportunities, including during times of rain and inclement weather, were available for children to run, climb and enjoy outdoor play in the fresh air. Children's physical exercise opportunities were extended through the use of facilities in the nearby Community Campus where the partnership of 'Live Active' and nursery staff promoted a safe, inclusive, active environment.

We saw a variety of detailed, effective health and safety checks that were completed by staff to maintain a safe, healthy environment. We noted action taken to address concerns such as the gritting of paths during icy weather to reduce the likelihood of slips and falls. The auditing of accidents helped management determine areas of concern and implement measures to reduce such incidents.

Children were well protected from unknown adults entering the building as there was a secure entry system. The manned admin office ensured that visitors to the premises were signed in and out of the building. Playrooms were well spaced out which allowed the children to move freely and safely between play areas. Toileting and nappy changing facilities were positioned to respect the privacy and dignity of the children. Children's personal safety was further promoted through safety week activities, discussion with staff and the use of talking and thinking floor books which increased opportunities for children to talk about how to keep themselves safe.

Children's independence was promoted as the layout of the snack area meant that they were able to self-serve their snacks. Staff were available in the area and monitored the use of equipment to ensure safety. Staff demonstrated good hygiene practices which the children were able to follow. The children learned about personal hygiene and how to keep healthy through the promotion of good hand hygiene practices such as hand washing before snacks and after using toilet facilities. Children took part in the toothbrushing programme. Visits from Childsmile and the dental hygienist meant that the children learned good practice of cleaning and looking after their teeth.

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 service is encouraged to continue with their plans to increase opportunities for the children to advance their awareness of safety through involvement in risk assessment within the nursery environment and wider community.

**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: 5 - 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 grade and comments given at Quality Theme 1, Statement 1 are carried forward through Quality Theme 2, Statement 1, Quality Theme 3, Statement 1 and Quality Theme 4, Statement 1.

### Areas for improvement

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

**Grade awarded for this statement:** 5 - 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 management team, staff, a sample of the documentation and observations of outcomes for children, this service was found to have a high quality performance in relation to this statement.

Parents spoke highly about the staff working within the service. They said:

- "I find that the staff are the biggest asset and care about the children individually." - "I feel the nursery applies the SHANARRI principles to all the children but with my son I can see the difference it makes daily. Socially interacting with children and staff, achieving the skills I want for him, enjoying playing outside, being an ECO helper then applying them at home. Overall, I would highly recommend the nursery for 'Getting It Right For Every Child.'"
- "I am part of the committee and they care about the children first every time."

Children were well supported by enthusiastic, well-trained staff. Staff fully understood the Curriculum for Excellence, Pre-birth to 3 and Getting It Right For Every Child (GIRFEC). This meant that they were able to provide a range of challenging and high quality learning opportunities, which supported the children's developmental stage and enhanced their learning.

Safeguarding arrangements were strong as all staff were knowledgeable and understood their roles in protecting children from harm. They were fully aware of what to do should they had a concern about children's welfare. The manager was proactive in ensuring that staff had a high level of safeguarding awareness. All staff had attended multi-agency child protection training and received annual updates. The manager's role within the local authority child protection forum allowed for her to cascade good practice experiences with staff.

There were effective procedures for the safe recruitment of new staff. The manager ensured that suitability checks were undertaken, including two personal references, Protection of Vulnerable Groups (PVG) updates and checks on the Scottish Social Services Council (SSSC) registration list. The service had retained a staff team who were qualified, experienced and committed to providing positive outcomes for the children attending the service.

The on-going suitability of staff and the quality of their practice was monitored through supervision, appraisal and a targeted programme of professional development training. This meant that staff were highly motivated and committed to their personal development. Regular team meetings provided opportunities for training updates and for staff to share information on training that had been attended. Training enabled staff to update their knowledge and skills and allowed them to further promote children's health, safety, learning and development

Children's health was protected as core training for all staff included Health and Safety and Food Hygiene. This meant that staff had a sound knowledge of safety matters and practices to reduce risk of cross infection control. We noted that the staff had reviewed policies including hand hygiene and medication which ensured that staff were up to date on procedures such as the safe administration of medication. All staff had attended First Aid which meant that they were knowledgeable about how to respond to the children in emergency situations.

Staff used effective methods of planning, observation and assessment to ensure that all children's development was monitored and that individual needs and interests were suitably planned for. Within the planning we saw the children's ideas for areas and their discussions on the resources that should be in place to take these forward. We noted individual targets for children and the action required to support the children to take them to the next level of learning.

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

Quality Theme 3, Statement 3 -Excellent

### **Areas for improvement**

Staff were committed to their personal development and welcomed the support of the management team to provide learning opportunities to increase knowledge and skills and ensure the continued positive outcomes for the children.

**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: 5 - 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 grade and comments given at Quality Theme 1, Statement 1 are carried forward through Quality Theme 2, Statement 1, Quality Theme 3, Statement 1 and Quality Theme 4, Statement 1.

### Areas for improvement

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

**Grade awarded for this statement:** 5 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## **Statement 4**

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

### **Service strengths**

We found the service had an excellent approach to quality assurance. We concluded this following discussion with the management team, staff, parents and children, review of a sample of relevant documentation and observations of outcomes for children.

The management and leadership of the service were strong. The management team and provider were pro-active in ensuring that systematic systems for monitoring were in place. Self-evaluation was on-going throughout the year and was focussed on identifying areas where improvement could take place which would increase positive outcomes for the children and their families. The systems in place encouraged staff, parents, children and visiting professionals to give their views about all aspects of the service.

The management team had a clear vision for the future of the service which included a clear agenda for improvement. Monitoring of the nursery provision as a whole was well embedded within the service. Management were in the playrooms on a daily basis which enabled them to identify areas of strength and weakness of practice. Management used observations and feedback to inform the improvement plans. Detailed plans included the actions required, who was responsible and the timescales for completion. Discussions on improvements during team meetings and development days meant that all staff were signed up to the improvement agenda.

Staff confirmed that constructive feedback and ongoing support ensured consistently high performance to ensure that children and families received an excellent experience. Management and staff work closely to monitor children's progress and learning experience. This was evident in the documentation approach to the learning framework in each child's portfolio. Children proudly showed us their journals and how they contributed to this daily.

The service had a range of audit systems in place that were completed to monitor the work of the service. For example:

- Daily safety checks and environmental checks are carried out
- Evaluation of the environment
- Annual review and update of policies and procedures
- Staff annual appraisals
- Staff training programme
- Staff meetings
- Committee and Management meetings.

These supported committee, management and the staff team to reflect on their practice, to make changes to improve the outcomes for children and their families.

They used a range of methods to involve children, staff and parents in evaluating the provision. We saw that they had used information and feedback from children and parents, as described in Statement 1 of Quality Theme 1 as a way of measuring the quality of the service.

All of these processes ensured that everyone within the service worked towards improvements within the service, thus ensuring outcomes for children continue to be of a very high standard.

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 should continue to develop the excellent practice within this standard statement by putting into action the areas for improvement they had identified within the self-assessment document and their nursery development plan.

**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

N/A

### Action Plan

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

## 5 Summary of grades

<b>Quality of Care and Support - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
<b>Quality of Environment - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 2	6 - Excellent
<b>Quality of Staffing - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
<b>Quality of Management and Leadership - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 4	6 - Excellent

## 6 Inspection and grading history

Date	Type	Gradings
15 Jan 2013	Unannounced	Care and support 6 - Excellent Environment 5 - Very Good Staffing 6 - Excellent Management and Leadership 5 - Very Good
11 Nov 2010	Unannounced	Care and support 6 - Excellent Environment Not Assessed Staffing Not Assessed Management and Leadership Not Assessed
3 Feb 2010	Unannounced	Care and support 5 - Very Good Environment Not Assessed Staffing 5 - Very Good Management and Leadership Not Assessed

## Inspection report continued

2 Oct 2008	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and Leadership 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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## Translations and alternative formats

This inspection report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

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Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Dunning Primary School.

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the school.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>very good</b>

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/DunningPrimarySchoolPerthandKinross.asp>

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<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf). Please note that the term "adequate" in the document has been replaced with "satisfactory".



19 May 2015

Dear Parent/Carer

**Dunning Primary 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 children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including children's involvement in celebrating achievements and how children who need additional help with their learning are supported. 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?**

Almost all children have very positive experiences when learning and achieving in and beyond the classroom. Children enjoy very caring and supportive relationships which results in them being happy, feeling respected and very keen to be successful. Children's views are listened to and acted upon through their involvement in a range of committees. For example, children on the committee which has a focus on celebrating achievements regularly make decisions in organising events for their peers. Children's learning has a clear focus on helping them to be confident. They show a high level of responsibility in group tasks, practical work and discussions based on relevant topics. Children are engrossed in situations in which they have to solve problems. This includes their learning of French being set round a mystery that involves translating French clues. In all of these situations, children ask each other challenging questions which extend their learning further. Children's experiences are strengthened further by activities outwith class such as clubs, visits and excursions. Some of these are in the local area and are supported effectively by partners such as the Woodland Trust.

Almost all children are making sound progress in literacy and numeracy. Children articulate their thinking and ideas well using a rich choice of vocabulary. They engage very naturally in conversation with adults. Almost all children are passionate about reading books both at home and in school. By P7, they are skilled at talking about authors' styles of writing. Children write well for a variety of purposes. However, we agreed with the school that staff would continue their focus on improving consistency in the quality of children's writing, including in spelling and handwriting. Children are increasing their use of mathematics and numeracy skills in everyday situations. For example, those in P4 and P5 were strengthening their knowledge of time with the use

of travel timetables. Across stages, children's skills in mental calculations are very good. In both literacy and numeracy, a few children are exceeding the expected levels for their stage. In the case of those in P7, staff are planning children's learning with local secondary schools. There is some room for improvement in children's achievements in literacy and numeracy at the middle stages. Children are making very good progress in health and wellbeing. They are developing some specialised skills such as those connected to the 'Heart Start' programme.

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

The school provides quality support to help children to develop and learn. The headteacher works closely with staff in checking children's progress. From this, they put in place necessary support to help children to achieve better in literacy and numeracy. Pupil Support Assistants are very effective in the way they lead sessions with groups of children. Overall, lessons are mainly well paced. For most of the time, tasks and activities are well matched to children's needs and provide them with appropriate levels of challenge in their learning. In a few lessons, higher-achieving children would benefit from more difficult activities in which they can lead and take more responsibility for their learning. At the early stages, there is a commendable focus on increasing the challenge when learning through play. The needs of the few children who need additional support in their learning are met very well. They are making good progress in their learning.

Staff are using guidance for Curriculum for Excellence well. They have improved the teaching programmes for literacy, numeracy and health and wellbeing. Themed projects are motivating and engaging children in linking and applying their learning across different subjects. Teachers also plan a focus on individual subjects to help ensure that the curriculum is broad and balanced. There is an emphasis on science with children engaging well with experiments. Children follow a programme for music which is enhanced with tuition in guitar and violin. Staff are increasing the rigour of assessment in literacy and numeracy. We have asked them to continue to develop a shared understanding of children's progress across all subject areas. Such an understanding would also help children, in discussion with staff, to be clearer on their next steps in learning. There are good links with early learning and childcare centres to help build on children's previous learning. A residential trip to Nethybridge is one of the many activities that help children feel prepared for going to secondary school.

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

There are important strengths in the school's arrangements for improving the quality of its work. The headteacher and principal teacher are very effective as a team. All staff make a very valuable contribution to the school's successes. Key to this is how they use self-evaluation to take forward and deliver on projects in the school improvement plan. Staff discuss practice with other neighbouring primary schools. A teacher has led developments on numeracy across Perth and Kinross Council. Parents support the school well by raising funds to enhance children's learning. The Parent Council are informed about developments in school and their suggestions are sought for future actions. Commendably, teachers are working with the Parent Council to produce advice on how parents can support their children in all subjects. We are confident that Dunning Primary School has the capacity to continue to improve the quality of its work.

This inspection found the following key strengths.

- Confident, polite and articulate children who are keen to learn and achieve well.
- The contribution of all staff and parents in developing a caring and supportive school in which children benefit from a wide range of learning experiences.
- The arrangements for those who require additional support in their learning.
- The headteacher's leadership, supported by her very effective principal teacher, in taking forward school improvements.

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 develop approaches to challenge children in their learning.
- Continue to develop the curriculum to ensure progression in all aspects of children's learning.
- Improve the discussions between staff and children so that they are clearer on their next steps in learning.

### **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, Perth and Kinross Council will inform parents about the school's progress.

Joan C. Esson  
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/DunningPrimarySchoolPerthandKinross.asp>

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

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





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

**Extended Learning and Achievement Visit  
Dunning Primary School  
15 & 16 November 2011**



## **BACKGROUND**

To support the school in the process of self-evaluation, a team of three Quality Improvement Officers visited Dunning Primary School on 15 & 16<sup>th</sup> November 2011. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core Quality Indicators from *How good is our school?*

The school's Standards and Quality Report 2010-2011, the School Improvement Plan 2011-2012 and the school's own self evaluation proforma 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 management team and other staff, 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 the self evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

## **ACHIEVEMENT**

### **Strengths**

- Children's attainment in English and Mathematics continues to be strong with almost all children making good progress with their learning.
- There are very good examples of writing for a range of purposes across the school. The recent introduction of the writing tool 'Vocabulary, Connectives, Openers and Punctuation' (VCOP) has ensured consistent teaching strategies which are impacting positively on learners achievement in writing.
- Children are given many opportunities to achieve at school and within their local community. Achievements are celebrated through assemblies, newsletters, rainbow books, glow blogs, the school's Glow group, end of year reports, standards and quality reports and an award ceremony.
- There are very good opportunities for children to engage in a range of group activities and to take responsibility within the school, for example Pupil Council, Health Promoting Schools and ECO.
- Children regularly work in vertical groupings during the weekly 'Green time' and this has strengthened the feeling of community and the supportive ethos within the school.

- Children have valuable opportunities to represent the school in a wide variety of sporting and cultural events which build confidence and give the children enjoyment and the opportunity for success.
- The school's participation in global citizenship projects with Bangladesh and Brittany has provided very good opportunities for children to develop their awareness and understanding of different cultures.
- Effective transition arrangements from the village playgroup to P1 ensure children are familiar with the school and staff which helps them to settle very well when they join P1.
- Effective pastoral transition arrangements are in place for children moving from P7 into S1. P7 pupils have the opportunity to build relationships with the future S1s when they meet for an outdoor week at Nethybridge. This is strengthened through various opportunities to meet throughout the year.
- Children feel safe, protected and highly valued at school and are confident that they are listened to.
- At all stages within the school, children are polite, demonstrate respect for others and interact very well with adults and each other.
- The school has embedded positive approaches to behaviour and inclusion. The Bounce Back programme is well established for both children and staff. The school has taken forward Restorative Approaches and this has had a positive impact on children's behaviour.
- Children are supported in developing skills for life and work by taking part in enterprise projects such as designing and ordering their own school tartan. They are becoming increasingly aware of fair trade issues and current affairs.

### **Areas for improvement**

- Continue to develop and implement effective arrangements for assessing and tracking progress to ensure pace and challenge across the school.
- Continue to develop strategies to record and evidence children's wider achievement and skills development to ensure coherence and progression.

## **LEARNING**

### **Strengths**

- The effective approach to planning interdisciplinary contexts gives children the opportunity to be more involved in planning their own learning.
- The learning climate and teaching approaches support the development of children's skills and attributes encouraging them to be confident, successful and responsible.
- Almost all children listen attentively to explanations and instructions and work well with each other. Most are actively engaged in their learning.
- In the best lessons observed children were given the opportunity to develop their creative and critical thinking skills.

- Glow is used very effectively to support learning both at home and at school. An important start has been made in the upper school in the use of Glow blogs for children's self-evaluation and reflection.
- Overall relationships and interactions between children and staff are positive and respectful.
- The school has developed a very good range of strategies to meet the needs of children who require additional support.

### **Areas for improvement**

- Continue to develop consistency in the use of appropriate learning intentions and coherent success criteria which focus on the learning.
- In all learning situations ensure that tasks and activities meet the needs of all children and provide appropriate pace and challenge consistently across the school.
- Continue to explore opportunities for children to work together across year groups.

## **LEADERSHIP**

### **Strengths**

- The headteacher and the principal teacher work very well together to drive forward the improvement agenda.
- The management of change is effective, and focuses on priorities identified through self-evaluation.
- Collegiate time is utilised very effectively to support the School Improvement Plan and a well planned range of opportunities is provided for staff to engage in high level debate and discussion.
- There is a range of opportunities for parents to become involved in the life of the school.
- The school is very well supported by an active Parent Council and Parent Teacher Association.
- The school committee structure and house system provide very good opportunities for children to take an effective leadership role within the school.
- The school has developed very effective partnerships with the local community, which provides a range of rich opportunities for learners.

### **Areas for development**

- Ensure that the monitoring of learning and teaching already in place consistently results in improved outcomes for children.
- Continue to develop approaches to further engage parents in their children's learning and development.

## **Conclusion**

Dunning Primary is a successful, well-led school where staff work as an effective team and children are confident and respectful. Children feel happy, safe and secure at Dunning and have a high level of involvement in the life of the school.

Overall parents feel positive about their children's educational experience. They appreciate the purpose-built, spacious accommodation which is well organised by staff to provide quality learning experiences for children. Almost all parents have confidence in the school, its leadership and its staff and support the school very well.

The headteacher, staff, children and parents should continue to work together to support future improvements in order to enable all children to develop and achieve their full potential.

The school should now use the information from this report to further enhance the quality service to children and families already in place.

### [HMI Report](#)

Responsible Officer: Kathleen Robertson, Quality Improvement Officer

Email: [krobertson@pkc.gov.uk](mailto:krobertson@pkc.gov.uk)

Telephone no: 01738 476342

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Luncarty Primary School.

<b>Improvements in performance</b>	<b>good</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

Nursery class

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the school and nursery class.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

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

<b>Quality of care and support</b>	<b>good</b>
<b>Quality of environment</b>	<b>good</b>
<b>Quality of staffing</b>	<b>good</b>
<b>Quality of management and leadership</b>	<b>good</b>

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

<sup>2</sup> *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf).

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

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

[http://www.careinspectorate.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489](http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489)

28 April 2015

Dear Parent/Carer

**Luncarty 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 new approaches to planning learning with children, and challenging children to develop their thinking skills. 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?**

Children at the primary stages and in the nursery class enjoy a positive learning experience. In the nursery class, most children select their own activities without adult support. They particularly enjoy developing skills of investigation through, for example, exploring snow and ice. Children play well together and are learning to share resources. They persevere when challenged by tricky puzzles. Across the primary stages, children are eager learners who are happy, polite, articulate and very well behaved. They are motivated by interesting learning activities. When given the opportunity, they enjoy working together in small groups. For example, children in P4 cooperated well in tasks to help them learn about Bannockburn. We have asked the school to further develop opportunities which encourage children to take more responsibility for their own learning. In most classes, children understand what is to be learned and the purpose of their work. Most staff use questioning well to find out what children know, and in the best examples, children are encouraged to develop their thinking and explain answers. In a few classes, staff used information and communications technology (ICT) well to support learning, for example at P7 to research data about casualty figures in world conflict. The school recognises the need to be more creative in its use of ICT to enrich learning across the curriculum. Children from P3 onwards participate weekly in school groups enabling them to develop leadership and take on responsibilities across the school. For example, the work of the Safe Travel Group has successfully increased the number of children walking and riding bicycles or scooters to school. The headteacher recognises the need to ensure all of the groups offer high-quality learning experiences and that younger children should also be included. In the nursery class and across the primary stages, children record their achievements in class learning logs and individual portfolios. In the best examples, these provide a very good illustration of children's learning and suggest

steps for improvement. Children at all stages demonstrate caring attitudes to the needs of others through regular fundraising activities. Children recently chose to support a Rotary Club project and raised funds to provide emergency shelter boxes. They understand the impact of these activities in helping others in the event of crisis at home or abroad.

In the nursery class, children are making good progress in developing their literacy skills. They listen well and are becoming aware of authors and illustrators. They can talk about their favourite books and enjoyed exploring Scots language in *The Gruffalo's Wean*. However, overall, children in the nursery class need to have access to more books and reading materials during play. Most children show an interest in early writing and almost all of the older children are developing skills in writing across the playroom. This includes taking orders in the class 'Chinese restaurant'. Overall, at the primary stages, children are making good progress in their literacy skills, but this is not consistent enough across all classes. Most children talk confidently about their learning but a few need to listen more attentively to the views of others and take turns during discussions. Children's writing is of a good standard, with some very good examples in P4 and P7. Across the primary stages, children read regularly in class. Older children can talk with confidence about character development in their study of the novel *Parvana's Journey*. Children in most classes have interesting opportunities to write for a range of purposes, usually linked to their current class theme for learning. At P5, children accurately recorded results of their food tasting experiments. Overall, most children are making good progress with mathematics and numeracy but this progress is not of a consistently high enough quality. From P3-P7, most children can count quickly and accurately. Older children applied their knowledge of direction when marking out a compass rose in the snow. By P7, children can use their skills in calculating percentages to find the best deals shopping on the internet. Across the school, most children have a growing understanding of the importance of pursuing an active and healthy life style. Older children confidently shared their learning with younger classes about the adverse effects of smoking. We have discussed with the school leadership team the need for children to experience consistently high-quality learning and teaching at all stages to ensure they achieve as highly as possible.

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

Across the primary stages and in the nursery class, staff provide a warm and welcoming learning environment. In the nursery class, staff support children to develop and learn well. They plan a range of relevant and interesting activities. However, in doing so, they need to ensure children are sufficiently challenged. In the primary classes, teachers and support staff work together flexibly to respond to children's needs. Tasks and activities in the majority of lessons are suitably challenging to meet children's needs. At times, in a few classes, the pace can be too slow. Staff should now ensure that higher-attaining children are appropriately challenged and that the pace of learning is appropriate across all stages and all areas of the curriculum. Children with additional support needs are included very well in all aspects of their learning and in the life of the school. This is of mutual benefit to all children in their learning at Luncarty Primary School. Led effectively by the headteacher, staff work closely with partners, parents and one another to identify when additional support for children's learning is required. Staff who work with children with

additional support needs work effectively as a team and support children and their families very well.

Staff provide children with interesting opportunities to develop their knowledge and skills. In the nursery class, children enjoy a broad and balanced curriculum with an appropriate emphasis on learning through play. Most staff across nursery and primary stages are increasingly confident using Curriculum for Excellence in their planning. They have recently developed a whole-school approach to linking learning across different areas and in involving children in planning what is to be learned. For example, children learning about the past interviewed a modern day soldier in their exploration of the impact of war on a community. However, these approaches are not yet consistently applied by all staff and there is a need to ensure progression, depth and challenge in children's learning across all areas of the curriculum. The school should continue to develop the curriculum as planned and ensure a shared understanding of standards and what is to be achieved through the curriculum. Staff agree that children would benefit from improved opportunities to develop skills and knowledge in music, art and drama. There is scope to make more use of the local area in children's learning. The school works with a range of partners to support learning. This includes a long-established partnership with a school in Bangladesh which is fostering global citizenship. There are effective arrangements in place for when children move from nursery into P1 and as children move through the primary stages. The headteacher and staff have embedded strong links with Perth Grammar School, ensuring children build on their learning when they enter S1.

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

The headteacher is a strong and effective leader who is well respected by children, parents and staff. She is well supported by the two principal teachers who serve as models for effective learning and teaching. As a leadership team, they know the strengths and development needs of the school well. The school continues to face challenges in continuity of staffing. The headteacher recognises this is having an impact on the school, and carefully deploys staff to make best use of experience and talents. Most staff are committed to improving the children's experiences and readily engage in a range of professional learning activities. This includes active participation in learning groups and research. This is having a positive impact at most stages of the school. Views of parents and children are sought through questionnaires and in engagement with the parent and pupil councils. Overall, most parents are very happy with the work of the school. The leadership team observe learning and give staff helpful feedback on their work. There is scope for this feedback to provide more challenge, as well as support. The headteacher and her team track children's progress in reading, writing and mathematics and use information gathered to take steps to improve children's experiences. This now needs to be extended to other areas of the curriculum. We are confident that, with continued support from Perth and Kinross Council, Luncarty Primary School will continue to improve.

During the previous Care Inspectorate inspection, the nursery 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.

- Well-behaved, enthusiastic and confident children who are fully involved in the life of the school.
- The school's commitment to inclusion, and arrangements and success in meeting the needs of children with additional needs.
- The commitment of staff to professional learning and improvement.
- The effective leadership of the headteacher.

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 improve the curriculum to ensure children make suitable progress in all areas of their learning.
- Ensure self-evaluation leads to consistently high-quality learning and teaching across all stages.

### **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, Perth and Kinross Council will inform parents about the school's progress.

Susan Duff  
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/LuncartyPrimarySchoolPerthandKinross.asp>

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

**Extended Learning and Achievement Visit  
Luncarty Primary School  
4-5 November 2010**



## **BACKGROUND**

To support the school in the process of self-evaluation, a team of three Service Managers, one Quality Improvement Officer, an Education Support Officer and an Early Years Co-ordinator (ASN) visited Luncarty Primary School on 4 and 5 November 2010. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core Quality Indicators from *How good is our school?* and *Child at the Centre*

The school's Standards and Quality Report 2009-2010, the School Improvement Plan 2010-2011 and the school's own self evaluation proforma 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 management team and other staff, observed learning and teaching in classes, reviewed documentation including childrens' work and met with groups of children and parents/carers.

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

## **ACHIEVEMENT**

### **Strengths**

- Overall levels of attainment have remained constant in reading, writing and maths over the past four years, with most children in P3, 4, 6 and 7 attaining or exceeding expected levels of attainment in reading, writing and mathematics in June 2010.
- The school promotes and celebrates children's wider achievement, with children at all stages of the school demonstrating self-assurance and success in a range of ways.
- There are very good opportunities for children at all stages to engage in a range of group activities and to take responsibility within the school, for example pupil council, eco, house captains and JRSO.
- The School Improvement Plan sets out clear priorities for development and these have had a measurable impact on taking forward the work of the school for example interdisciplinary learning with positive outcomes evident.

- There is very effective joint working with other schools in the Local Management Group resulting in important curriculum development for example in listening and talking.
- Very strong transition arrangements from nursery to P1 and from stage to stage are in place.
- The school promotes an ethos of trust, respect and confidence and this is confirmed by the children and the parents.
- At all stages within the school, children are polite, demonstrate respect for others and interact well with adults.

### **Areas for improvement**

- Continue to develop and further implement the revised tracking procedures which identify the progress of individual pupil attainment and use this information to target support to groups and individuals.
- Monitor the implementation of the new listening and talking framework to ensure improved skills for all children in this area. Following this process extend this development to include reading as identified by the school.
- Review current arrangements for the transition of children with Additional Support Needs (ASN) to secondary in order to identify support needs earlier.

## **LEARNING**

### **Strengths**

- Good progress has been made in the implementation of Curriculum for Excellence (CfE) through a whole school approach particularly in curriculum design.
- An interdisciplinary approach to planning learning contexts has given children the opportunity to be involved in their own learning and development.
- In most lessons observed almost all children listened attentively to explanations and instructions.
- Children listened and responded well to each other in co-operative learning situations.
- In most classes observed the purpose of the lesson and success criteria were shared effectively with the children.
- In nursery and P1 the active learning approach impacted positively on the quality of the learners' experiences and all children were supported well in their learning within a variety of activities.
- The high quality ASN paperwork was current and relevant, understood by all and impacting effectively on children's experiences.
- Children of all abilities are targeted as appropriate for additional support.
- Effective collaborative working is evident between the nursery and wrap around care which is helping provide a consistency of experience

## **Areas for improvement**

- Ensure that the monitoring of learning and teaching already in place is sufficiently rigorous and robust to build consistency of approach across all stages in order to ensure improved outcomes for all learners.
- Further develop support to targeted groups in line with the advice given in the ASN policy (Support Manual).
- Continue to develop and implement CfE and in particular the progression of core skills.

## **LEADERSHIP**

### **Strengths**

- The headteacher has a very clear vision for the school.
- The Senior Management Team (SMT) work very well together to drive forward the improvement agenda.
- The SMT demonstrate a very comprehensive knowledge of staff and pupils, their strengths and areas for development.
- Staff and pupils take responsibility for aspects of the School Improvement Plan thus strengthening the capacity of the school to take forward improvement.
- Collegiate time is utilised effectively to support the School Improvement Plan and opportunities are provided for staff to engage in high level debate and discussion.
- Views of staff, parents and children are regularly sought about the quality of the work of the school and areas for further development identified.
- The process of self-evaluation is planned and carried out in a systematic way involving all the staff, parents and children with areas for improvement identified and acted upon in the School Improvement Plan.
- The management of change is effective, and focused on priorities identified through self-evaluation. The pace of change is well judged and managed to ensure positive impact.
- The ethos of the school is very inclusive.

### **Areas for development**

- Continue to look for ways to promote parental involvement in children's learning.
- Ensure that priorities for improvement impact effectively on all stages consistently across the school.

### **Conclusion**

Luncarty Primary is a successful, well-led school where staff work well together and children thrive. Parents feel very positive about their children's

educational experience. They have confidence and trust in the school, its leadership and its staff.

The headteacher, staff, pupils and parents should continue to work together to further develop the good work already started and to support future improvements in order to enable all children to develop and achieve their full potential. This should include ensuring that developments impact consistently across all stages of the school to ensure a positive outcome for all learners.

The school should now use the information from this report to develop the school improvement plan for next session.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Viewlands Primary School.

<b>Improvements in performance</b>	<b>satisfactory</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

Nursery class

<b>Improvements in performance</b>	<b>very good</b>
<b>Children's experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

We also evaluated the following aspects of the work of the school and nursery class.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ViewlandsPrimarySchoolPerthandKinross.asp>

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

<sup>2</sup> *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf)

Please note that the term "adequate" in these documents has been replaced with "satisfactory".



13 January 2015

Dear Parent/Carer

**Viewlands 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 the school's approaches to meeting the needs of children with additional support needs and children's active participation in their 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?**

In the school and nursery class children have a positive learning experience. Children in the nursery are highly motivated as learners and are gaining confidence and independence. They take responsibility for their own learning by choosing what and who they play with. They are particularly enthusiastic about outdoor learning in the nursery garden and are developing a range of investigative and problem-solving skills. Across the primary stages, children are eager to learn and treat one another with care and respect. They work effectively in pairs and small groups and enjoy regular opportunities to cooperate with one another. For example, children at P2 and P5 are taking on shared responsibility to improve the playground. At all stages, children understand what is to be learned, and the purpose of their work. Children told us that in some classes teachers over-explain lessons and we observed, that as a result, there is often not enough time allowed for the actual learning activity to take place. Children enjoy sharing their learning with their parents at regular learning events and through interesting 'self-directed' homework tasks. Staff are beginning to provide more opportunities for children to develop leadership skills as members of the pupil council and as buddies and captains.

Children's individual success in a wide range of sports, and other activities is highlighted well in 'Celebration Alley' and at assemblies. The endeavours of the nursery children in the garden has been recognised in an award from Beautiful Perth and the school netball team is particularly proud of their success in the Perth league. Children across the school feel a sense of community and have an awareness of the needs of others. P4 have led the school's work for the local food bank as part of their study of food and farming. Staff now need to develop more robust approaches to

tracking and monitoring children's achievements. This will help children to become more aware of the important skills they develop from these learning activities in and out of school.

In the nursery, children are making very good progress in developing literacy skills. This includes talking about books they have enjoyed and exploring early writing skills, making appointments and writing prescriptions in the nursery 'hospital'. However, at the primary stages there is scope for improvement and the school recognises that many children are capable of progressing at a quicker pace. Almost all children listen attentively and talk confidently about their learning. Children's writing is of a satisfactory standard. Older children note that they would like more frequent opportunities to work on their own on extended pieces of writing. To support improvement, there is scope to widen the range of literacy and English tasks, for example to include poetry and playscripts. Children enjoy reading in and out of school, but there is not a consistent approach to teaching reading across the school. They talk with confidence about authors they enjoy. Children in the nursery are making very good progress in numeracy. They are confident in counting when playing games, and talking about measurement when choosing materials for den building. As they move through the primary stages, there is evidence of steady progression in children's numeracy skills. Most use appropriate mathematical language and apply their mathematical knowledge well, for example in using simple coordinates to describe the position of objects on a grid. Children appreciate regular opportunities to learn about the world of finance. In P1 and P5, children could talk about accessing money from an ATM with a debit card. The recent whole-school focus on mental calculations is beginning to have a positive impact on children's confidence to tackle numeracy challenges. For example, P7 children were using subtraction of large numbers in making decisions about the design of a spacecraft. However, across the school children's attainment in mathematics should be improved and children expected to achieve more. Children in the nursery class and school have a good knowledge and understanding of health and wellbeing and the importance of healthy lifestyles. Children use information and communications technology (ICT) skills well across the curriculum and we have asked staff to ensure that tasks have sufficient challenge. Children with additional support needs have access to a range of ICT tools which they use well to support and enhance their learning. Staff recognise the need to improve the presentation and quality of children's work across the curriculum.

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

Across the school and nursery class, staff provide a very supportive and inclusive ethos that encourages children to value their achievements and ensures a positive learning environment. In the nursery, staff support children to develop and learn very well. They plan a range of relevant and challenging activities, and provide a very high level of care and encouragement. At the primary stages, in most lessons teachers plan tasks and activities well to meet the needs of individual learners. We have asked the school to ensure that learning is suitably challenging for all children, including those who are progressing well, and that the pace of learning is increased across all stages. The school's approaches to inclusion are exemplary. Children with additional support needs are included very well in all aspects of their learning and in the life of the school. This is of mutual benefit to all children in their learning at Viewlands Primary School. The depute headteacher with responsibility for support for learning

works very closely with staff, parents and partners to identify learning needs and to ensure that appropriate support is accessed when required. The school has very effective approaches to working in partnership with other agencies to support children. All staff who work with children who need extra help work effectively as a team and support children and their families very well.

Staff work hard to ensure that children receive a broad and balanced curriculum. They provide children with a range of interesting opportunities to develop their skills in health and wellbeing. They are creative in providing interesting themes which motivate children. For example, linking well-loved stories to working outdoors and protecting animals. Nursery staff involve children in planning aspects of their learning, identifying prior knowledge and areas of interest they would like to explore further. Children's learning in art and design and physical education is enhanced by the experiences provided by specialist teachers. Children also benefit from educational excursions and regular guest speakers. They fondly recall day trips to Stirling Castle and Belfast, as part of social studies topics. Children are highly motivated to develop their Scots Language vocabulary further after a recent visit from a cartoonist from 'Oor Wullie'. Staff at the primary stages recognise the need to now ensure progression, depth and challenge in children's learning across all areas of the curriculum. There are effective pastoral links when children move from nursery into P1. The school has strong links with Perth Academy and Fairview School, ensuring that children build on their learning when they move on from Viewlands Primary School. Staff are continuing to refine and improve these transition arrangements.

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

The school has experienced a number of changes to the leadership team, and staff and parents now welcome stability and continuity. The senior leadership team has a renewed determination to improve the work of the school. They now have a clear and shared understanding of the action required to provide children with the best learning experiences the school can offer. The headteacher and her staff know the strengths and development needs of the school well. They have reviewed the roles and responsibilities of the senior team to build on strengths and interests and to enable a closer focus on improving children's progress from nursery to P7. Together, they visit the nursery class and primary stages regularly to monitor learning and are increasing in confidence in providing staff with helpful feedback to improve. Most staff take on leadership roles to improve children's learning experiences, including leading curricular developments and approaches to learning and teaching. In a few classes, children use self and peer assessment well. The school tracks and monitors children's progress in numeracy and mathematics, and aspects of literacy and English language. This needs to be extended to other areas of the curriculum. The school gathers information through consultation with staff, children and parents. Most parents are happy with the work of the school but seek assurance that their views are taken account of. The school should continue to ensure that the outcomes of its self-evaluation processes are acted upon timeously to inform and improve children's learning. With the continuing support of the local authority, the headteacher and her staff are well placed to lead the school and to raise standards further.

This inspection found the following key strengths.

- Very high quality learning experiences in the nursery class.
- Well-mannered, articulate, friendly, caring children who have a zest for tackling all areas of the curriculum.
- Creative staff team who are all committed to improving children's learning and their own professional learning.
- The school's commitment to inclusion, and arrangements and success in meeting the needs of children with additional needs.

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

- Continue to develop the curriculum to bring about improvement in children's learning and to raise attainment.
- Continue to use self-evaluation approaches to implement agreed improvements effectively.

### **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, Perth and Kinross Council will inform parents about the school's progress.

Susan Duff  
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/ViewlandsPrimarySchoolPerthandKinross.asp>

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

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

**Extended Learning and Achievement Visit Report  
Viewlands Primary School  
25 - 26 April 2012**



## **BACKGROUND**

To support the school in the process of self-evaluation, a team of officers from across Education and Children's Services visited Viewlands Primary School on 25 and 26 April 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 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.

At the time of the visit the new depute headteacher had recently joined the team.

During the Extended Learning and Achievement Visit, the team carried out discussions with the headteacher, senior management team, teaching 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. In addition, discussions about the involvement of the school within the community were held with children and parents.

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, all children are making good progress in their learning.
- Children access a range of thoughtfully planned experiences and have many opportunities to develop the skills and attributes associated of being responsible citizens and effective contributors – playing important roles in planning school events and as members of the Pupil Council and various committees that work to improve the school environment.
- Children, staff and parents are very proud of their school and identify very strongly with it.
- The school is developing a positive culture of sharing important information to ensure all staff have a knowledge of children's individual strengths and needs.
- There are effective arrangements in place to support transitions from pre-school to Primary 1. Children from partner nurseries have the opportunity to meet their teachers in advance of starting school; there are number of events organised to welcome them to the school in the summer term.
- P7 pupils are involved in a range of transition activities throughout the year with staff from a number of departments at Perth Academy.

- There is a high quality of pastoral care; all staff school in the school know children well as individuals. The whole school community takes an active role in promoting the care and welfare of others.
- Children feel listened to, understood and safe at school. They were confident that there were adults who they could approach for help or to share their concerns with. They felt that difficulties were dealt with fairly and they held a high regard for the adults who worked with them.
- Children know that their opinions are valued and acted upon. They could give many examples of their involvement in choosing and planning topics for learning. Children are also fully involved in the improving their school environment through the Pupil Council, Eco and Health Committees.
- Pupil's involvement and contributions had been the driving force in establishing the new school motto "Growing Through Learning." At all stages they talked enthusiastically about their participation in developing this theme.
- A number of parents support events and work with the school. Examples of this are parents contributing to the P7 World of Work; talking about their careers and answering questions from children and working with children to run Crumbs Café at break times.

### **Areas for improvement**

- The school should make better use of any information gathered from a range of sources to ensure it feeds effectively into the school improvement process.
- There needs to be a sharper focus when identifying next steps in learning and there should be greater pupil involvement in this process.
- Maximise the impact of the work of the staff development groups in taking forward literacy and numeracy across learning.
- Build on the very positive response from parents about the level of information they receive by continuing to organise events for parents which will:
  - Support their understanding of the curriculum and progression in learning, particularly in literacy and numeracy
  - Demonstrate new approaches in learning and teaching.
  - Enable children to share their success in learning

## **LEARNING**

### **Strengths**

- There is a positive atmosphere in the school which supports learning and staff interactions with children are very supportive. Overall learning and teaching is good.
- Children across the school impress as happy and interested. They talk confidently about what they are learning and enjoy the range of experiences and approaches that make their learning enjoyable.
- At some stages teachers share responsibility for planning, delivering and evaluating progression in learning. At the stages where this has been developed it has proved to be very effective. Children and parents talk enthusiastically about the benefits of children working together with other classes and staff.
- There is evidence across the school of children's involvement in planning relevant contexts and themes for their learning that reflect their interests.
- There are some good examples of children being able to use their learning and transfer their skills across subject areas and within a range of meaningful contexts.

- In some lessons, children are involved in setting their success criteria and check their progress in meeting these.
- The ongoing development of cooperative learning is giving children regular opportunities to work cooperatively and to take responsibility for their learning.
- Classrooms and communal areas across the school are bright, attractive and add to the positive climate for learning.
- In a few classes teachers are using creative strategies to provide ongoing feedback to children which is directly related to the learning and skills being developed. This approach could be used by all staff.
- There is an effective and professional approach to meeting the legislation and procedural obligations relating to supporting pupils with additional learning needs. There are clear procedures in place for addressing concerns and accessing appropriate resources.
- Support staff work well with children and teachers across the school. They make a valued contribution to the life of the school.

### **Areas for improvement**

- Increase the good practice that enables staff across the school to share the planning, delivery and evaluation of learning.
- There is a need to further develop strategies such as effective questioning across the school to ensure that all children are accountable for contributing to lessons and their own learning.
- Teachers should continue to plan to ensure that differentiation is well planned for the range of abilities of all pupils, particularly for more able pupils.
- Staff should continue to develop their expectations of progress in learning by using the Perth and Kinross Standards.
- Develop a consistent approach to setting learning intentions, success criteria and feedback to pupils across all stages

## **LEADERSHIP**

### **Strengths**

- The senior management team share a clearly articulated vision of Viewlands focused on learning. They promote aiming for the highest standards for all.
- The strong direction from the headteacher and senior managers is establishing an ethos of professional development which is inclusive of all staff.
- There is a well considered and carefully planned staff development programme. Good use is made of collegiate time and inset days to promote shared understanding for all staff of current developments in learning and teaching and to improve all aspects of their practice and the experiences of children.
- Parents consulted reported strong partnerships between school and parents characterised by very approachable staff, good communications and mutual respect. They also spoke highly of the school's supportive ethos which results in children being happy to come to school and enjoying their learning.
- Parents reported that the school provided a range of events throughout the year which share the children's achievements and work of the school.

- The school's engagement with relevant partners is proactive and effective. Productive partnerships are built and sustained for the benefit of the community. A good example of this is work undertaken with Fairview School which enables groups of children to work together across both schools.

### **Areas for improvement**

- Continue to develop approaches to gathering evidence which supports accurate evaluation and to ensure that areas for improvement identified in this report can be taken forward effectively and timeously.
- Continue to use the wide range of experience and skills of parents to enhance the life and learning experiences of the school.
- Build on the good practice of informing parents at the beginning of the school session about the focus of learning at each stage to a termly update which includes examples of how parents can support learning at home.

### **Conclusion**

Viewlands Primary School is a well-led school where children are supported by professional and positive staff. Parents praise the education that their children receive at Viewlands and feel extremely positive about the school and their involvement with it. The positive ethos of the school ensures that children and parents feel welcome and included. The school has demonstrated a strong capacity and drive to continuously improve.

With the support of local authority officers, the management team, staff, pupils and parents should continue to work together to support future improvements in order to enable all children to develop and achieve their full potential.

The school should now use the information from this report to take forward improvements within the school and to develop the School Improvement Plan for session 2012-2013.

### **[HMI Report - Viewlands Primary School](#)**

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