
NORTH AYRSHIRE COUNCIL

17 November 2020

Audit and Scrutiny Committee

Title: Annual Report – School and Early Learning and Childcare Inspections 2019-20

Purpose: To inform the Audit and Scrutiny Committee of the performance of North Ayrshire schools and early learning and childcare settings in external inspections published during session 2019-20

Recommendation: It is recommended the Audit and Scrutiny Committee:

- (a) notes the contents of this report
- (b) commends the performance of schools in inspections led by Education Scotland and the Care Inspectorate

1. Executive Summary

- 1.1 Education Scotland published inspection reports on three educational establishments in North Ayrshire in session 2019-20. The performance of our schools and centres was positive.
- 1.2 The Care Inspectorate published inspection reports on five local authority early learning and childcare establishments in North Ayrshire in session 2019-20. The performance of these establishments was very positive.
- 1.3 Action has been taken by individual schools and early years establishments, supported by the education service, to celebrate strengths and to address areas for improvement identified in the inspection reports. It is acknowledged of course that many improvement actions had to be paused during the school closure period.
- 1.4 In the 2019-20 academic year, Education Scotland also completed an external review of Skills Development Scotland services in North Ayrshire. Education Scotland published a report in June 2020 which concluded that North Ayrshire Council is making good progress across identified themes.

2. Background

- 2.1 Schools are subject to periodic external evaluation by the national inspection agency, Education Scotland. Early Learning and Childcare settings are inspected by both Education Scotland and the Care Inspectorate.

- 2.2 Education Scotland reports on the quality of school and early years provision under the following quality indicators, taken from the self-evaluation framework *How Good is our School?* (4th edition):
- Leadership of change
 - Learning, teaching and assessment
 - Raising attainment and achievement (primary, secondary, ASN schools)
 - Securing children's progress (Early learning & childcare)
 - Ensuring wellbeing, equality and inclusion
- 2.3 The Care Inspectorate reports on the quality of early learning and childcare provision under the following quality indicators:
- Quality of care and support
 - Quality of environment
 - Quality of staffing
 - Quality of management and leadership
- 2.4 All inspections focus on at least two quality indicators. In session 2019-20, Education Scotland carried out only three inspections in North Ayrshire prior to the closure of schools on the 23rd of March 2020. An inspection which was scheduled to take place in Auchendarvie Academy was cancelled in March 2020, shortly before the country entered lockdown. In order for the Committee to consider North Ayrshire's performance on the basis of a larger sample size, inspection data is provided for 2018-20 due to the small number of inspections carried out in 2019-20. Education Scotland carried out over 450 school inspections and over 275 early learning and childcare inspections across Scotland between 2018-20. This led to 74 further inspections in schools and early years settings with significant areas for improvement. The number of Education Scotland inspections in North Ayrshire over the same period was 10 (of which 3 were in 2019-20 and 7 were in 2018-19). There was also one further inspection at Loudoun-Montgomery Primary School and Early Years Class. A separate report will be presented to the Committee on the Loudoun-Montgomery further inspection outcome.
- 2.5 Education Scotland uses a six-point scale to report on the performance of the educational establishment in each of the assessed quality indicators. The categories of the six-point scale are: excellent, very good, good, satisfactory, weak and unsatisfactory. Further detail on the meaning of the six-point scale is included at Appendix 4.
- 2.6 Across 2018-20 academic years the performance of North Ayrshire schools in Education Scotland inspections was very positive overall. By way of comparison in the table below, each grade has been assigned a numerical value to show our average performance against the national performance. The higher the value, the better the performance.

Average grade assigned through Education Scotland inspection 2018-20:

Quality Indicator	National 2018-20*	Regional 2018-20 (SWEIC)*	NAC 2018-20*
Leadership of change	3.56	3.81	3.86
Learning, teaching and assessment	3.60	3.81	4.21
Raising attainment and achievement	3.62	3.84	4.00
Ensuring wellbeing, equality and inclusion	3.80	4.05	3.86

* Excellent = 6; Very Good = 5; Good = 4; Satisfactory = 3; Weak = 2; Unsatisfactory = 1

- 2.7 A further indicator of quality of educational provision overall is the percentage of school/early learning and childcare inspections by Education Scotland which resulted in an evaluation of “good” or better. Again, to provide a richer dataset, the figures in the table below represent the 2018-20 picture. Again, this demonstrates a strong performance in North Ayrshire:

Percentage of inspections resulting in evaluation of “good” or better 2018-20:

Quality Indicator	National 2018-20*	Regional 2018-20 (SWEIC)*	NAC 2018-20*
Leadership of change	54%	64%	71%
Learning, teaching and assessment	56%	68%	86%
Raising attainment and achievement	58%	71%	71%
Ensuring wellbeing, equality and inclusion	67%	71%	71%

- 2.8 The Education Scotland inspection reports (at Appendix 2) highlight a number of key strengths common to several of the establishments they visited in North Ayrshire in 2019-20. Notable strengths have been identified in the following areas:

- Positive relationships
- Nurturing and inclusive learning environments
- Strong ethos of continuous improvement across staff teams at all levels
- Good evidence of staff teamwork having a positive impact on children’s learning
- Improvements to the quality of learning and teaching

- 2.9 Areas for improvement in North Ayrshire were identified through the inspection reports. The improvement actions frequently include the wording “continue”, demonstrating that establishments are already beginning to take steps to address these points. Common themes in 2019-20 are:

- Continue to take steps to raise attainment
- Build on approaches to tracking and monitoring to enhance assessment and moderation
- Continue to focus on improving the quality of learning, teaching and assessment.

- 2.10 In session 2019-20 the performance of North Ayrshire Early Learning and Childcare centres and classes in Care Inspectorate inspections was very positive. A total of five Local Authority Early Years centres and classes were inspected and the average performances of these establishments is listed below. Comparator data with the national picture is not available. In addition to this, there were five Care Inspectorate inspections among our funded providers. The inspection outcomes for all establishments are summarised at Appendix 1.

Average grade assigned through Care Inspectorate inspection in NAC:

Quality Indicator	North Ayrshire Average Performance 2019-20* (n=5)	North Ayrshire Average Performance 2018-20* (n=25)
Quality of care and support	4.80	4.96
Quality of environment	4.40	4.78
Quality of staffing	Not assessed	4.29
Quality of management and leadership	Not assessed	4.67

* Excellent = 6; Very Good = 5; Good = 4; Adequate = 3; Weak = 2; Unsatisfactory = 1

2.11 Common strengths from the Care Inspectorate reports (at Appendix 3) on early learning and childcare settings in North Ayrshire in 2019-20 are:

- Children are happy, settled, confident and having fun
- Outdoor play features strongly as a strength
- Warming and welcoming environments are provided where children are supported with their learning

2.12 Care Inspectorate reports included no improvement requirements and only one recommendation in total for early learning and childcare establishments in North Ayrshire in 2019-20. Plans are in place to address this recommendation.

2.13 Education Scotland carried out an external inspection of Skills Development Scotland (SDS) delivery in North Ayrshire and the report from this review was published in June 2020. Whilst this was an inspection of SDS, North Ayrshire Council is a key partner and stakeholder. The full report can be found at Appendix 4 and indicates that good progress is being made overall across inspected areas. Partnership work is underway to address identified areas for development. As is normal practice with this type of inspection, a follow-up visit will be arranged within approximately 18 months to review progress.

2.14 As part of the service's commitment to continuous improvement, inspection outcomes have been used alongside feedback and engagement sessions with head teachers and other senior officers, to feed into an evaluation of the service's Quality Improvement Framework, which has been refreshed for session 2020-21. The updated framework was implemented from September 2020 and is cognisant of the impact of COVID-19. This has resulted in a greater degree of flexibility in Quality Improvement visits in 2020-21 in identified areas that have been mutually agreed by senior management and school leadership teams. This is also supported by a programme of professional learning opportunities for schools. The Quality Improvement Framework is designed to give schools, the service and elected members assurance that self-evaluation is a key aspect of the work of our schools and that this leads consistently to planned improvements, based on local contexts.

3. Proposals

3.1 It is recommended the Audit and Scrutiny Committee:

- (a) Notes the contents of this report
- (b) Commends the performance of schools in inspections led by Education Scotland and the Care Inspectorate

4. Implications/Socio-economic Duty

Financial

4.1 None.

Human Resources

4.2 None.

Legal

4.3 None.

Equality/Socio-economic

4.4 None.

Environmental and Sustainability

4.5 None.

Key Priorities

4.6 Council priorities:

- Children and young people experience the best start in life.
- Active and strong communities.

Community Wealth Building

4.7 Better educational outcomes for children young people and adults, as well as increased capacity building and resilience in communities are required to underpin a strong local economy.

5. Consultation

5.1 There has been no specific consultation on the contents of this report, beyond what has been described above at paragraph 2.14.

Audrey Sutton
Interim Executive Director

For further information please contact **Andrew McClelland, Head of Service (Education)**, on **01294 324413**.

Background Papers

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Appendix 1 – External Evaluations

External Evaluations

Education Scotland reported on 3 inspections in our schools in the period between 1 August 2019 and 31 July 2020. An inspection which was scheduled to take place in Auchenharvie Academy was cancelled in March 2020, shortly before all schools closed. All Education Scotland inspection activity remains suspended until further notice.

The Care Inspectorate carried out five inspections in our Early Years during the same period. The evaluations were as follows:

Education Scotland Inspections (HMIe) – Primary/Secondary Schools:

Establishment	Publication Date	Leadership of Change	Learning, Teaching and Assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion
Arran HS	16/06/2020	Not assessed	Good	Good	Not assessed
St John Ogilvie PS	24/09/2019	Not assessed	Good	Satisfactory	Not assessed
Dreghorn PS	27/08/2019	Good	Good	Satisfactory	Good

Education Scotland Inspections (HMIe) – Early Learning & Childcare Settings:

Establishment	Publication Date	Leadership of Change	Learning, Teaching and Assessment	Securing children's progress	Ensuring wellbeing, equality and inclusion
St John Ogilvie PS Early Years	24/09/2019	Not assessed	Very Good	Very Good	Not assessed
Dreghorn PS Early Years	27/08/2019	Good	Good	Good	Good

Care Inspectorate – Early Learning & Childcare Settings

Establishment	Date of Inspection	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Springside PS Early Years	January 2020	Very Good	Good	Not Assessed	Not Assessed
Winton PS Early Years	November 2019	Very Good	Good	Not Assessed	Not Assessed
Glencairn PS Early Years	November 2019	Very Good	Very Good	Not Assessed	Not Assessed
Lawthorn PS Early Years	November 2019	Very Good	Very Good	Not Assessed	Not Assessed
Stanley PS Early Years	September 2019	Good	Good	Not Assessed	Not Assessed

Care Inspectorate – Early Learning & Childcare Settings (Funded Providers)

Establishment	Date of Inspection	Quality of Care and Support	Quality of Environment	Quality of staffing	Quality of MGMT and leadership
<i>First Steps</i>	March 2020	Good	Good	Not Assessed	Not Assessed
<i>Little Deers Nursery</i>	December 2019	Adequate	Adequate	Adequate	Weak
<i>Bradshaw Nursery</i>	October 2019	Very Good	Not Assessed	Very Good	Not Assessed
<i>Busy Bees Nursery</i>	October 2019	Excellent	Not Assessed	Not Assessed	Very Good
<i>Rainbow Childcare</i>	September 2019	Very Good	Good	Good	Good

27 August 2019

Dear Parent/Carer

In April 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Dreghorn Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The headteacher and staff who have created a positive collegiate and supportive ethos across the school. They have rightly prioritised the importance of developing and building relationships in taking the school forward on its journey of improvement.
- Teachers who support and care well for children and who create nurturing classrooms. The children are welcoming and friendly.
- Staff who work in the Education Support Resource provide a well-planned and highly caring experience for their children.
- The strong teamwork in the nursery. Practitioners are highly motivated to take forward improvements and to ensure a nurturing and respectful setting to secure positive outcomes for children and families.

The following areas for improvement were identified and discussed with the headteacher and a representative from North Ayrshire Council.

- The headteacher and her staff need to raise attainment for all children. Staff should work together to create a shared understanding of high quality learning and teaching to ensure positive outcomes for all children.
- Teachers should work closely together to increase the pace of learning in lessons. There needs to be a review of teaching time to make sure time for learning is maximised.
- Planning for children with additional support needs (ASN) should be reviewed and improved across the school and nursery. Targets and support should be more clearly documented. Targets for children with ASN need to be tracked more carefully to make sure all children progress and achieve their full potential.
- In the nursery class, practitioners need to focus more on ensuring depth and challenge supported by high quality interactions. In doing so, children should be supported to have a greater role in leading their learning.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Dreghorn Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Raising attainment and achievement	satisfactory
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

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

Care Inspectorate standards	Grade
Quality of care and support	good
Quality of management and leadership	good

Requirements/recommendations made by Care Inspectorate for the nursery class

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/north-ayrshire/8211124>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. North Ayrshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Ann Floyd
HM Inspector

Katrina Magill
Care Inspector

24 September 2019

Dear Parent/Carer

In June 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited St John Ogilvie Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- All staff, across the early years setting and school, have a good understanding of the needs of children and their families. They are proactive in identifying any potential difficulties which they may experience. There is a supportive and inclusive environment in which children are happy and developing confidence well.
- The enthusiastic practitioner team within the early years setting, who work together well to plan high quality learning experiences. The stimulating and nurturing environment, which includes very effective use of the outdoors for learning, is having a positive impact on children's development.
- Teachers are eager to build on existing good practice in the classroom and willingly seek additional advice and undertake training. Supported by the senior leadership team they have worked hard to improve the learning experiences throughout the school.
- The transition arrangements from home to nursery, and from nursery on into P1, are very effective. Close attention is given to involving parents in these important points in their child's learning journey.

The following areas for improvement were identified and discussed with the headteacher and a representative from North Ayrshire Council.

- Continue to develop high quality learning experiences across the early years setting and school in order to raise attainment for all children across all areas of the curriculum.
- Continue to develop teachers' confidence in their professional judgement of achievement of a Curriculum for Excellence level.
- Recognise, monitor and track children's achievements within and outwith the school more effectively. This should include the development of children's skills for learning, life and work, and strengthening their voice in leading change within the school.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for St John Ogilvie Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	very good
Securing children's progress	very good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

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

Care Inspectorate standards	Grade
Quality of care and support	very good
Quality of environment	very good

Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had no requirements or recommendations. As a result of this inspection, there no requirements or recommendations.

This letter and a more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/north-ayrshire/8218528>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. North Ayrshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Frances E Graham
HM Inspector

Annemarie McGinn
Care Inspector

16 June 2020

Dear Parent/Carer

In February 2020, a team of inspectors from Education Scotland visited Arran High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Positive, caring and respectful relationships provide a calm and orderly environment. As a result, young people engage well in their learning, supporting each other.
- Guided by the senior and extended leadership teams, staff are working well together and using current research to improve learning and teaching.
- A consistently high proportion of young people move on to a positive destination after leaving Arran High School.

The following areas for improvement were identified and discussed with the headteacher and a representative from North Ayrshire Council.

- Continue to develop and embed refocused approaches to improve learning and teaching across the whole school.
- Continue to raise the attainment and achievement of young people at all stages.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Arran High School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale .	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=1459>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. North Ayrshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Jacqueline Nimmo
HM Inspector

Springside Early Years Class Day Care of Children

Station Road
Springside
Irvine
KA11 3AZ

Telephone: 01294 211651

Type of inspection:
Unannounced

Completed on:
23 January 2020

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2003016027

About the service

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

This daycare of children service is provided by the local authority and operates out of Springside Primary School within the village of Springside in North Ayrshire. A maximum of 16 children aged three years to those not yet attending primary school can be cared for at any one time during term time only.

The service principally aims to:

- Provide a happy, secure, safe and stimulating environment for children aged between 3 - 5 years, while encouraging them to develop socially, emotionally, physically and intellectually.

At this time 27 children were registered to attend the service over two daily sessions.

What people told us

Thirteen children attended the morning session and seven attended the afternoon session during our visit.

We spoke with some of the children who were comfortable to do so. They were happy, settled and enjoying their time spent in the early years class.

We spoke with four parents who were all very happy with the service provided and told us that their "children are learning" and "love it". They praised staff, telling us that they were approachable and they could speak to them at any time. They felt their children benefitted from attending and there was always plenty of activities for them to take part in. They also commented positively on how they were included and activities they had taken part in such as craft sessions and cooking classes.

Three parents also completed our Care Standards questionnaires giving us their views of the service. They all strongly agreed that they were happy with the quality of care their children received. Comments made included:

"She (child) always has fun at nursery and always looks forward to going"

"Springside Early Years do a great job. The staff keep me included in my child's learning".

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan which demonstrated their priorities for improvement.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

The children were happy, busy and settled. They were having fun and most were engaged in their play and learning, dependent on their age and stage of development. Staff knew the children well and interacted purposefully with them providing lots of praise and encouragement. They were sensitive to their individual needs and catered for these appropriately.

Staff made best use of the space available ensuring there was a safe and secure environment. The layout provided space for the children to move safely and explore and was warm and inviting. Furnishings and resources were clean and in a good state of repair. Children were aware of the resources available and were confident in making their own choices. They could choose to play with friends, in small groups or by themselves if they wished. Imaginative play and problem solving activities were popular, developing the children's confidence and understanding.

The children were active and enthusiastically enjoyed their time outdoors and in the school gym hall. The garden area had been further developed providing the children with different experiences, including the use of loose parts, which helped stretch their imagination and extend their play and learning. They were included in assessing risky play and supported by staff to problem solve and manage risk.

Responsibility was promoted and the children were keen to find out who would be chosen to be the daily helper and carry out specific tasks. All children were given this opportunity ensuring they were all included and respected. The children confidently approached staff with any requests or looking for reassurance. This told us that caring, trusting relationships had been built up.

Independence was encouraged in many ways including hand washing, at snack times, putting on outdoor clothing and choosing and pouring paints. Snack was varied and healthy and the children were aware of routines. They enjoyed unhurried, sociable snack times whilst learning valuable self-help skills.

What the service could do better

We discussed some areas for development with the manager.

- To use the information gathered and staff knowledge to further develop the children's personal plans to meet the requirements of Regulation
- To ensure water is always freely available for the children to access during the day

- To review medication forms to include signs and symptoms when medication has to be administered "as required"
- To further develop loose parts and access to natural materials in the playroom.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
29 Sep 2016	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
25 Sep 2013	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
17 Jun 2008	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

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

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.

Winton Primary School Early Years Class Day Care of Children

Winton Primary School
Anderson Terrace
Ardrossan
KA22 8JP

Telephone: 01294 464443

Type of inspection:
Unannounced

Completed on:
22 November 2019

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2014329538

About the service

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

This service registered with the Care Inspectorate on 1 April 2011.

Winton Primary School Early Years Class is registered to provide a daycare service to a maximum of 20 children aged two years to those not yet attending primary school.

The early years class is located within Winton Primary School campus in the town of Ardrossan, North Ayrshire. The early years class has its own entrance and is delivered in a well laid out playroom. The early years class have access to their own toilets with nappy changing area. There is direct access to a large enclosed outdoor play area.

North Ayrshire Council is the provider of the service. The primary school head teacher has overall responsibility for the early years centre. The deputy head teacher works closely with the staff team to plan and provide the day-to-day management and care for the children.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of 'Getting It Right For Every Child'. They are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

A full statement of service's aims and objectives is available from the service.

What people told us

Prior to this inspection we sent eight care standard questionnaires to the service and asked them to distribute them to parents/carers of children who used the service, six were returned before the inspection. The parents/carers who returned their questionnaires all agreed they were happy with the care and support their child received. Comments made included;

"My daughter is happy and thriving and loves attending Winton nursery"

"Amazing nursery, my daughter has developed so much since starting. All teachers are great with her. Teachers are all lovely and have always made myself very comfortable and included me in any activities kids are doing which I love"

"We think X progress has come great since starting Winton nursery. He settled in and was comfy with the teachers straight away"

"The staff are fantastic and very approachable if you need to chat with them about your child"

"The nursery is a great place with so much for the children to do and constantly encourages the kids to learn new skills whether its indoors or outdoors".

During our inspection visit we observed and spoke to some of the children who were present. The children told us they enjoyed attending the nursery, they liked their teachers and they enjoyed playing outdoors. We observed the children enjoying taking part in a range of good quality activities.

Self assessment

The service had not been asked to complete a self-assessment in advance of this inspection. We discussed the improvement plan for the service which demonstrated clear priorities for improving outcomes for children.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Together staff and management had created a welcoming environment for children and families. Relationships between staff, parents and children were positive, with staff providing regular support, encouragement and praise to children. Family involvement sessions were in place including stay and play, bookbug, funky Friday and munch crunch sessions. Parents we spoke with placed value on these sessions telling us that they enjoyed sharing the experiences with their children.

Throughout our inspection we saw that children were very happy and engaged. They interacted and responded well to the staff caring for them. We found staff to be warm, welcoming and nurturing which contributed to children feeling safe and secure. Staff took time to talk to children about their likes, dislikes and wider community interests during the unhurried snack and lunch routines. We found the children played confidently choosing from a good range of toys and materials which supported them to develop their skills in understanding, thinking, investigation and problem solving, including imaginative play and storytelling.

We found children had opportunity to be involved in their own learning. Floorbooks and learning journals recorded children's experiences. We saw that staff challenged children and provided opportunities for children to become more independent and involved them in planning activities and learning. Children responded well to this.

The service made good use of the outdoor play space to create a motivating environment for children to investigate, explore, and play together. Children, staff and parents had worked together to develop the outdoor play space. Staff took children outside in groups, staff told us that they ensured the children had daily access to

outdoor play experiences. We observed the outdoor area to be well used and the children enjoyed playing outdoors.

Records of accident and incidents had been appropriately recorded, shared with parents and audited regularly by management. We found that children were receiving appropriate care and treatment. Staff had a good knowledge of child protection procedures and steps to be taken to safeguard children

What the service could do better

Personal plans were in place for all children we sampled during this inspection. Staff demonstrated how they used personal plans to identify and track children's progress and learning. We discussed the Scottish Statutory Instrument SSI 2011/210 section 5 personal plans with the management team and discussed that personal plans should identify how health, welfare and safety needs will be met. We made some suggestions on how the personal plans could be further developed. The management team told us they would do this.

During the inspection we sampled children's administration of medication records and found that records needed to be updated to include a section for staff to record their reason for judgement taken to administer a medication. We provided the service with an email copy of the Management of Medication in Daycare and Childminding Services to support this.

During the inspection we looked at how well the service kept children safe through effective infection control measures. We highlighted storage of aprons and cleaning paper roll in the nappy change area and hand washing and nose wiping as areas that should be improved.

During our inspection we found that the nappy changing facilities were not appropriate for the ages of children attending the service and did not provide for privacy and dignity. This had been discussed at a previous inspection in 2015 where the management had previously advised Care Inspectorate that solutions to address these issues were ongoing. At the point of this inspection no progress had been made. We asked that the nappy changing area is improved to ensure children's privacy and dignity is protected. We directed the management team to Scottish Statutory Instrument SSI 2011/210 section 4 Welfare of users; which states that: 4.(1) A provider must? (a) make proper provision for the health, welfare and safety of service users; (b) provide services in a manner which respects the privacy and dignity of service users. We also highlighted Health and Social Care Standard (HSCS) Principal Dignity and Respect and standard 1.4 (HSCS). Contact was made with the local authority who indicated a prompt solution would be found. Recommendation 1.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Winton Primary School Early Years should ensure that nappy changing facilities allows children to be changed in a manner which respects their privacy and dignity.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state; If I require personal care, this is carried out in a dignified way, with my privacy and personal preferences protected. (HSCS 1.4)

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
24 Nov 2017	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>Not assessed</div>
25 Nov 2015	Unannounced	<div>Care and support</div> <div>4 - Good</div>

Date	Type	Gradings	
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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Lawthorn Primary School Nursery Class Day Care of Children

Lochlibo Road
Lawthorn
Irvine
KA11 2AY

Telephone: 01294 224548

Type of inspection:
Unannounced

Completed on:
21 November 2019

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2003017307

About the service

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

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

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

This early years service is provided by the local authority and operates out of Lawthorn Primary School within the Lawthorn area of the town of Irvine in North Ayrshire. A maximum of 34 children aged 3 years and over can be cared for at any one time during term time only.

The service aims to:

- Provide a secure, stimulating and happy environment where children feel confident and eager to learn
- Work in partnership with parents, recognising them as prime educators
- Liaise with outer agencies and work in partnership with the wider community.

What people told us

We chatted with some of the children who were happy to interact with us. They told us they liked coming to the early years service and shared with us some of the activities they enjoyed taking part in. A group showed us how to make play dough and had fun playing with it afterwards.

We spoke with two parents and received completed Care Standards questionnaires from ten more giving us their views of the service. All indicated they were happy with the care their children received. They commented positively on different aspects including staff, communication, children's progress and activities the children took part in both indoors and outside. Comments made included:

"Brilliant service and staff"

"We feel listened to if we ever have a concern or query. Staff are always available if you have anything to discuss"

"My girls have thrived while at Lawthorn Early Years & the teachers are first class!"

"The dedication of the staff and the care they show towards the children is outstanding"

Comments made regarding giving more notice for planned events/activities was discussed. We found that communication methods included verbal, newsletters, notices and the school app and that parents we spoke with were well aware of these and felt they were kept up to date.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

The children were happy, confident and having fun whilst engaging in their play and learning. Staff ensured children's interests and specific needs were taken into account when planning activities. Staff knew the children well and interacted purposefully with them providing lots of praise and encouragement.

The layout of the environment provided space for the children to move safely and explore and was warm, safe and inviting. Storage facilities provided opportunities for them to be independent and make their own choices. There was a wide range of good quality resources throughout the service, including real life items such as fresh vegetables in the home area. The children could choose to play with friends, in small groups or by themselves if they wished. Staff reinforced simple rules to help keep the children safe.

The children were active and enthusiastically enjoyed their time outdoors. The garden area had been further developed and provided the children with a range of experiences, including the use of loose parts, which helped stretch their imagination and extend their play and learning. They were included in assessing risky play and supported by staff to problem solve and manage risk both indoors and outside. Access to a local wooded area provided additional natural space and items brought back were used to build on their creativity, for example, making 'stick people'.

Care and support was appropriate for individual children with input from other professionals working with staff to provide continuity. Support plans were in place where required. Staff were very good at tracking children's progress and identifying actions required to support and challenge individual children. Staff used their learning from training to develop their practice and enhance experiences and outcomes for the children.

The children confidently approached staff with any requests or looking for reassurance. This told us that caring, trusting relationships had been built up. Independence was promoted in many ways including hand washing, at snack times and putting on outdoor clothing. Children's achievements were celebrated and attractively displayed to share with others.

What the service could do better

We discussed some areas for improvement with the manager and the senior practitioner:

- further developing children's personal plans to meet the requirements of regulation
- ensuring signs and symptoms of illness are detailed in medication forms
- dating photographs in the children's learning journals
- continue to manage and adapt to changes being made to the environment
- to find solutions to enable the children to freely access the garden area when they choose to play outdoors.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
1 Sep 2016	Unannounced	Care and support 5- Very good Environment Not assessed Staffing 5- Very good Management and leadership Not assessed
5 Jun 2013	Unannounced	Care and support 5- Very good Environment 5- Very good Staffing 5- Very good Management and leadership 5- Very good
22 Jun 2010	Unannounced	Care and support 5- Very good Environment Not assessed Staffing Not assessed Management and leadership 5- Very good
5 Jun 2008	Unannounced	Care and support 4- Good Environment 4- Good Staffing 4- Good Management and leadership 4- Good

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Stanley Primary School Nursery Class Day Care of Children

Stanley Road
Ardrossan
KA22 7DH

Telephone: 01294 462531

Type of inspection:
Unannounced

Completed on:
12 September 2018

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2003016038

About the service

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. GIRFEC is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Stanley Primary School Nursery Class was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Stanley Primary School Nursery Class is registered to provide a care service to a maximum of fifty-seven children per session; with a composition made of not more than 12 children aged from two years to under three years and 45 children aged from three years to those not yet attending primary school.

The 3-5 yrs service operates from a purpose built nursery suite, situated to the side of the primary school. The nursery is close to shops, local amenities and bus routes. The accommodation is on one level. There is an entrance cloakroom with a secure entry system. There is direct access from the playroom to the outdoor play area, and the nursery also has access to parts of the wider school play area. The service operates during term time only.

The 2-3 yrs part of the service operates from Whitlees Community Centre, which is located adjacent to the side of the primary school. A gate was created between the school playground and the community centre. This part of the service commenced operation in August 2016.

The stated aims of the service include 'to encourage commitment to partnership with parents, agencies and communities.'

- To provide all young people with opportunities to take responsibilities and exercise choice;
- To motivate young people to be active and responsible members of their communities
- To show respect for young people's ideas and views about their learning and their experiences with and out with school and to build on these.'

The headteacher had identified updating the nursery aims and ethos as a priority in the improvement plan for 2018/19.

What people told us

We issued thirty questionnaires for parents to complete and thirteen parents returned a completed questionnaire. All indicated satisfaction with the service.

Comments included:

'When my child joined Stanley Early Years in August 2017, she was very shy and nervous. The staff were fantastic and helped build her confidence. They encouraged her to participate in a range of activities and to play with the other children. Now my child loves going to nursery. She has lots of friends and she is confident to take part in activities.'

'My child thoroughly enjoys coming to nursery each day and the staff have been amazing with him.'

'I couldn't have received a better service for my child. They are now set up and more than ready for primary one with the help of some amazing nursery staff.'

'This service is outstanding with my child already in a short space of time. My child has a lot of health issues and the service has taken the time to put a plan in place and also spent time with me to reassure me that my child is in safe hands. My child looks forward to nursery everyday and is learning new things on a daily basis. I can't thank the staff enough for everything they have done already. I am looking forward to seeing my daughter progress through her nursery years.'

'All the staff at Stanley Primary School Nursery Class are excellent, and helpful too.'

'My child has become more confident since starting Stanley Nursery Class and enjoys their time with the children and staff. The staff are amazing. I have enjoyed stay and play days and have been made very welcome during this time by the staff. Looking forward to many more during my child's preschool year.'

'My child has come on leaps and bounds since attending nursery and cannot wait to go every morning.'

'My child loves going to nursery every day and is thriving. I am very happy with her progress and the nursery staffs involvement in this'.

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their improvement plan and quality assurance paperwork. These clearly demonstrated their priorities for development in the nursery and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

During this inspection we considered how well children and their families benefitted from a culture of continuous improvement whilst looking for assurance that their human rights were being respected. We also considered

whether children and their families had access to the right support at the right time and were cared for in an environment that afforded freely available play and opportunities for children to explore their nursery. In addition we looked at personal plans, as well as assuring that children and their families were listened to, were safe and protected from harm. We found that the service was very good in these areas (Health and Social Care Standards 1.2, 1.13, 1.31, 1.32, 2.3, 2.17, 2.27, 3.1, 3.20 and 4.19)

Staff had established a caring, nurturing and inclusive learning environment. We observed children, and their parents being welcomed and included into the nursery. Management and staff recognised the key importance of working in partnership with parents. We saw some very good examples of staff supporting children who were less confident in expressing their views and preferences, this was particularly evident in the under 3 room. Children's human rights were being actively promoted and considered across both nursery areas.

Communication was highly effective between staff and management, parents and children. Staff and management knew the children and their families very well and had their interests at the heart of the service they provided. Staff engaged with parents, children and other agencies to build a clear picture of the child.

There was very good evidence to show that the nursery involved parents and partner agencies to ensure all children benefited from the right support at the right time. Children and their families had access to a nurturing approach, from staff who understood nurturing principles and were delivering these. In the under 3s room we observed nurturing, professional, confident and caring staff offering an effective service to support experiences and outcomes for young children.

Management and staff worked together as a team. Formal and informal consultation with parents, children and staff helped to identify what was working well and where improvements could be made. Progress had been made in the service improvement plan targets; we saw the plan being used effectively as a working tool to support improved outcomes for children in a number of key areas.

Staff had a very good understanding of child protection procedures, and the steps to be taken. Health and safety procedure were effective, rigorous and robust. Risk assessment documents were in place in which staff were using the matrix approach for all assessments ensuring risks were appropriately measured.

Outcomes for children were being positively affected by training that staff had attended. A range of training had kept staff knowledge up to date. Staff showed awareness of the impact the training they had attended was having on the outcome for the children in the nursery.

Staff supported families very well. Groups we heard about included PEEP, book bug, and stay and play sessions, all of which staff, parents and partner agencies told us had been well attended and that outcomes for children and their families were being enhanced by staff skills in this area. These sessions benefited from robust evaluations and parent feedback which had helped to inform and plan future sessions.

Policies and procedures were in place; these had been developed and updated to reflect the good working practices that the nursery operated and local and national best practice guidelines. The Social Media Policy should be updated to reflect the practice in the service, and risk assessments undertaken to ensure the children are safe and protected. Staff should continue to be included in this process and the policies reviewed regularly.

Regular staff meetings and annual review meetings supported staff to share information and contribute to development. Management were available for staff, parents and children, we heard that they regularly visited the playrooms carrying out formal and informal monitoring providing feedback and positive role modelling.

Parents told us they had confidence in the quality of the service provided for their children by the staff team. Parents felt their children were safe and happy and that they benefited from the wide range of play and learning experiences provided. Parents particularly commented positively on the outdoor play experiences.

We heard that the management team had an ambitious and challenging vision for the future development of the service. Staff told us that they felt included in the life of the nursery and a big part of the local community.

What the service could do better

The nursery did not consistently have personal plans in place. We require that the current information relating to health, safety and welfare that the staff gather verbally is written to create Personal Plans. These should also include, where possible, children and their parent's aspirations with regards to health, welfare and safety. The personal plans should be linked to the planning, evaluation and observation cycles. We also suggested that the personal plans reflect the progression children have made in these areas. Management should continue to ensure plans are consistently in place within 28 days of the child starting in the service, reflect individual children's health welfare and safety needs and be reviewed when required, or at least once in every six month period.

Staff must risk assess the environment, particularly in relation to infection control, nappy changing, effective hand washing and the cooker and cooking area.

The Headteacher must continue to consistently support both areas of the nursery to provide high quality experiences and outcomes for all children and their families.

Experiences for children should continue to be extended to show breadth and progression of learning in both areas of the nursery.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
1 Jun 2016	Unannounced	Care and support	4- Good
		Environment	4- Good
		Staffing	4- Good
		Management and leadership	4- Good
14 May 2013	Unannounced	Care and support	5- Very good
		Environment	5- Very good
		Staffing	5- Very good
		Management and leadership	6- Excellent
4 May 2010	Unannounced	Care and support	5- Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5- Very good
25 Sep 2008	Unannounced	Care and support	4- Good
		Environment	4- Good
		Staffing	4- Good
		Management and leadership	4- Good

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Glencairn Primary School Nursery Class Day Care of Children

New Street
Stevenston
KA20 3HQ

Telephone: 01294 464376

Type of inspection:
Unannounced

Completed on:
6 November 2019

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2003017305

About the service

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We check services are meeting the principles of Getting it Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Glencairn Primary School Nursery Class operates from purpose built accommodation within the primary school in the town of Stevenston, North Ayrshire. The service is provided by the local authority during term time only. Fifty eight children aged two years to those not yet attending primary school, of whom no more than fifteen aged two years and under three years, can be cared for at any one time. A limited number of children have the opportunity of condensing their allocated weekly hours into two and a half full day sessions.

The nursery may also have access to other areas within Glencairn Primary School subject to completed risk assessments prior to use.

The whole school ethos is to work to:

- Create a bright, stimulating learning environment in which all pupils and staff feel safe, secure and welcomed
- Promote partnership and encourage the active involvement of all in the life of the school and the community
- Emphasise the importance of high self-esteem and confidence through mutual trust and respect shown to all in a 'caring school'
- Encourage all to have a voice and develop skills to be successful learners, effective contributors, confident individuals and responsible citizens

What people told us

Children of all ages were settled and familiar in their surroundings. They were active and engaged in their play and learning and enjoyed positive relationships with staff. Some of the children were happy to show us what they were taking part in and told us about what they had learned. They were keen to tell us about the activities they took part in outdoors.

We spoke to two parents and received fifteen completed Care Standards questionnaires giving us their views of the service.

All were happy with the quality of care their children received. Comments made included:

"I am very satisfied with the staff and provision of care at Glencairn Nursery. Staff are always happy to discuss my child's care and it is obvious they have his best interests to heart"

"Exceptional pre-schooling, great standards"

"My daughter is very confident with all staff members"

"I would strongly recommend Glencairn Early Years to any family in the area. First Class!"

"I often see the children out within the local community visiting GP surgery, chemist, library, post office and park"

"My child loves coming to the 2-3 room. Everyone is always really happy and take time to talk to me in the morning"

Comments made with regards to the introduction of the extended hours were discussed with management which they were fully aware of and had worked hard to make improvements.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Children were happy and engaged in their play/learning and were cared for by professional, caring and nurturing staff. They were confident in approaching staff whether it be for comfort and reassurance or requesting additional materials to extend their play. Staff readily met their needs and wishes and it was evident trusting relationships had been formed.

Staff knew the children well and ensured a very child centred approach. Care and support provided was individual to each child's needs with staff and other professionals working together to provide consistency and continuity.

Children of all ages had fun leading their own learning. They were developing their skills through a range of imaginative play opportunities, building on their confidence and creativity. The playrooms were well laid out allowing for safe exploration and freedom of movement and the children had access to high quality furnishings and play equipment. Staff made use of floor books which were very informative, showing progress made in different areas and the children's involvement in planning experiences.

Children were active and enjoyed outdoor play opportunities. The garden areas had been further developed to create more natural environments and the use of loose parts, which the children used very well, stretched their imagination and extended their play. The children were learning to assess and manage risk resulting in less restricted experiences and encouraging their natural curiosity.

Meal times were well organised with children of all ages coming together to enjoy this experience. Independence was fully promoted and these were unhurried, sociable events. The children served their own food and drinks and were learning to use real cutlery. Their dietary needs and personal preferences were taken into account and respected.

Small group activities took place in a quieter area within the school and we joined the children in these sessions. They clearly enjoyed this time away from the busy playroom and interacted well with the staff member and each other. The younger children's playroom was calm, warm and inviting with comfortable areas for them to rest and relax and room for them to explore.

What the service could do better

We discussed some areas for improvement with management and the senior practitioner:

- further developing children's personal plans to meet the requirements of regulation
- ensuring signs and symptoms of illness are detailed in medication forms
- the use of the Health and Social Care Standards when evaluating service performance and children's experiences
- developing children's access to free flow from the playrooms to the garden areas to further enhance choice and provide positive outcomes for all.

Management and staff are well placed to take these points forward.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
30 Aug 2017	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed 6 - Excellent Not assessed
26 Aug 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
25 Jan 2013	Unannounced	Care and support	5 - Very good

Date	Type	Gradings	
		Environment Staffing Management and leadership	5-Very good 5-Very good 5-Very good
2 Dec 2010	Unannounced	Care and support Environment Staffing Management and leadership	5-Very good Not assessed Not assessed Not assessed
19 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	5-Very good 5-Very good 5-Very good 5-Very good

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ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

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Career Information, Advice and Guidance services delivered by Skills Development Scotland in North Ayrshire

A report by HM Inspectors

12 June 2020

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1. Introduction

The external review

The external review by Education Scotland took place between **24-28 February 2020**. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in **North Ayrshire**.

We examined activities that impact on the quality of customer experience. We evaluated these against the three key principles of **outcomes and impact**, **service delivery** and **leadership and quality culture**, using the 13 reference quality indicators outlined in [External quality arrangements for the review of Career Information Advice and Guidance services delivered by Skills Development Scotland](https://education.gov.scot/what-we-do/inspection-and-review/about-inspections-and-reviews/Careers%20service%20reviews), published in July 2018. Further details can be found at: <https://education.gov.scot/what-we-do/inspection-and-review/about-inspections-and-reviews/Careers%20service%20reviews>.

The external review team talked with customers, staff at all levels in the organisation, external agencies and other users of the service.

2. The service area and its context

In carrying out the external review of services delivered in North Ayrshire, Education Scotland took the following area context fully into account.

North Ayrshire covers an area of over 885 square kilometres and is the 17th largest local authority in the Scotland. The area is a mix of urban and rural, the largest towns are Irvine, Kilwinning, Saltcoats and Largs, and there are a number of smaller towns and the Isle of Arran and the Cumbrae isles. The Isle of Arran accounts for almost half of North Ayrshire's landmass, and 4% of the population.

North Ayrshire has a population of around 135,000, which has declined by 1.6% over the previous ten years. It is one of the most deprived local authority areas in Scotland. Fifty-one of the 15% most deprived postcodes in Scotland are within its boundaries, 12 of which are within the 5% most deprived.

Total employment within North Ayrshire has increased by 1% since 2009. However, the rate of unemployment is currently above the Scottish average, having fluctuated over the past seven years.

The top three employment sectors in North Ayrshire are wholesale and retail, human, health and social work, and manufacturing. Employment growth is forecast in administration and support services, professional, scientific and technical, arts, entertainment and recreational occupations.

There are nine secondary schools in North Ayrshire. The area team works closely with Ayrshire College to support learners on further education programmes.

3. Outcomes of external review

Section A: Grades

The review team awarded grades for each of the six key themes based on the following criteria:

excellent:	outstanding and sector leading
very good:	major strengths
good:	important strengths with some areas for improvement
satisfactory:	strengths just outweigh weaknesses
weak:	important weaknesses
unsatisfactory:	major weaknesses

Key theme	Grade
Customer progression and achievement of relevant high quality outcomes	satisfactory
Meeting the needs of stakeholders	very good
Delivery of key services	very good
Management of service delivery	good
Strategic leadership	good

There is one example of excellent practice which is described later in this report.

Section B: Customer progression and achievement

Areas of positive practice

- Across North Ayrshire, the proportion of young people entering a positive destination on leaving school is just above the national average.
- Almost all school performance measures have been achieved and are better than, or equal to, expected national levels.
- Most schools are in line with, or above, expected levels for initial school leaver destinations for 2017-18.
- All key perception measures from the Your Views survey show year-on-year improvement and increased participation, and are above the SDS performance levels.
- The number of My World of Work (MyWoW) Ambassadors in North Ayrshire has increased significantly in the last three years.
- Overall, MyWoW registrations have increased in the last year, and are currently 3% above the national level.
- All headteachers in North Ayrshire are satisfied with services provided by SDS staff in their schools.
- There has been an improvement in the delivery of all three Next Steps outcome measures over the previous two years.

Areas for development

- In four of the secondary schools, the number of young people entering a positive destination on leaving school is below the local authority average, and in three schools is below the national figure.
- The Participation Measure in North Ayrshire has been variable over a three year period, and is consistently below the national average.
- The data sharing measures for young people with an anticipated school leaving date, young people with a preferred destination, and young people with a preferred occupation, are slightly below the national expectations and delivery measure in the last year.
- The percentage of S4-S6 targeted young people receiving coaching guidance (medium) dropped by 5% in 2018/19, and is 2% below the national expected target.
- Two of the key measures for post-school customers (Next Steps) are below the national expected level and below the actual national delivery level.
- One of the key perception measures for Next Steps customers is 3% below the national level.
- The number of young people with a MyWoW registration varies across the secondary schools.
- Two of the nine schools in the area do not have MyWoW Ambassadors in place.

Section C: Meeting the needs of stakeholders

Areas of positive practice

- SDS staff work well with a range of external agencies to meet the needs of the local community and to plan and deliver services for customers. Overall, these relationships work well and are enhanced further by the co-location of partner organisations within employability hub premises.
- Careers staff support care-experienced customers well to achieve and sustain positive destinations. Staff engage with a range of partners to identify and promote opportunities and help care-experienced customers develop their career management skills (CMS).
- Feedback from teaching staff in the local authority regarding career-long professional learning (CLPL) sessions delivered by SDS staff, is very positive and staff found the sessions useful.

- Employability partners are very satisfied with the services provided by careers staff. SDS staff are working with partners to involve them more fully in the evaluation of services.
- SDS staff work closely with third sector agencies to support young people who are at risk of not entering a positive destination to develop CMS and plan next steps.
- SDS staff and staff in the local college work well together to support young people with additional support needs to access career-related opportunities. For example through the Creating Connections event.
- All customers are very satisfied with the services they receive from careers staff. They describe how staff meet their needs through flexible and adaptable delivery approaches, which take account of their individual circumstances.
- Partners are praiseworthy of the support that SDS staff offer to schools and training providers throughout North Ayrshire.
- Staff in secondary schools are very appreciative of the contribution made by SDS to support young people to enter and sustain a positive destination. Careers advisers work well with staff in schools to plan and deliver School Partnership Agreement (SPA) targets, through flexible and responsive team-working.
- Adult customers who are at risk of redundancy benefit from well-planned services from the pan-Ayrshire Partnership Action for Continuing Employment (PACE) delivery partnership.

Areas for development

- None identified.

Section D: Delivery of key services

Areas of positive practice

- The range of services delivered to customers by SDS staff in North Ayrshire takes good account of the social and economic challenges of the area.
- The effectiveness of services for post-school customers is supported by good communication with, and between, partners to address specific, individual needs. SDS staff are continuing to work with partners to further formalise these arrangements.
- PACE activities are planned well by SDS staff and take good account of the individual needs and aspirations of customers facing redundancy.
- SDS careers advisers establish positive relationships with young people with additional support needs. They tailor resources well to meet the needs of learners and take opportunities to provide them with out-of-school activities to introduce them to a range of appropriate post-school options.
- SDS staff work well with school colleagues to ensure young people at risk of not entering a positive destination receive appropriate support to help them make choices about their future.
- In most schools, SDS staff are involved in planning the delivery of group work within the personal and social education (PSE) programme. In some schools, these activities are linked well to previous engagements with young people.
- Almost all group work sessions are interesting and successfully maintain the engagement of young people. In most group work sessions, staff make good use of digital resources to enhance learning.
- Young people in schools value the support they receive from their careers adviser and are able to speak about how they are applying CMS to make informed choices about their future learning and career pathways.
- In all schools, careers advisers are an integral part of the school guidance team and have established strong relationships with schools' staff.
- Careers staff develop resources and approaches to meet the needs of customers and stakeholders. They gather and take good account of feedback from customers and staff, to revise and co-design services.

- SDS staff support their partners well to access and make increasing use of Datahub information to help plan service delivery.
- SDS staff make effective use of employability hubs and partners' premises to ease access to CIAG services for customers in local communities.
- Careers staff and school leaders use SPA negotiations productively to establish key priorities and devise joint approaches to service delivery and the embedding of CMS. SPAs are reviewed regularly and are linked well to School Improvement Plans (SIP).
- In one-to-one sessions, careers staff explain CMS comprehensively and clearly to customers, which encourages customer engagement and raises the understanding of skills in relation to planning for next steps. The coaching approach is used well by careers advisers to develop CMS.
- One-to-one sessions are valued by customers and provide useful and clear information, through which an action plan is formulated and agreed. Customers gain confidence through these interactions.
- SDS staff are making good use of social media to communicate and connect with all customer groups.
- Trainee and newly qualified careers advisers are benefitting from working with a number of experienced staff in various locations. This is supporting them well to widen their knowledge and skills of working in a range of environments and engaging with different customer groups.
- Careers staff regularly co-deliver activities with school staff. This approach helps to ensure young people remain focused on activities during group work.
- SDS staff in schools collect feedback from young people and use this to adapt and improve resources and delivery approaches. They use simple and effective methods to gain feedback from group-work attendees on what worked well and what could work better. They draw on this to inform and influence future engagements.
- Professional practice coaches support trainees well to develop confidence and skills for working in different settings.
- The area team meets regularly and staff use meetings well to reflect on their practice, discuss delivery priorities and plan actions to improve services.
- Most careers staff use the observation framework well to reflect on their individual practice and share good practice across the team.

Areas for development

- For a few senior phase learners, the delivery of group work is not sufficiently engaging and does not provide sufficient information to help them develop their knowledge of emerging skills areas and employment opportunities.
- On occasion, SDS staff are not involved sufficiently in the systematic planning of career guidance within PSE programmes.
- Overall, the use of the MyWoW resource by subject teachers in secondary schools is at an early stage, and the embedding of CMS and the Career Education Standard (CES) within the curriculum, is still developing.
- On occasion, staff in schools do not identify young people who are in need of targeted one-to-one support timeously enough to careers staff. This constrains the ability of young people to access careers services quickly to find out about, and fully consider the options available to them in order to make informed choices.

Section E: Management of service delivery

Areas of positive practice

- SDS managers have developed and recently strengthened, links with a range of partners across North Ayrshire. They work well with key agencies including North Ayrshire Council, Ayrshire College, employability providers and third sector agencies, to jointly plan and deliver services to maximise the use of resources and meet local needs.
- Strategic partners are more aware of the revised arrangements for engaging with SDS staff and are valuing opportunities for working more collaboratively across the range of services and organisations operating in North Ayrshire. However, this is at an early stage.
- Strong and productive relationships between staff in the local college and SDS staff are supporting customers to access college programmes.
- The SDS area manager is working closely with an increasing number of partner agencies to achieve the aims of Developing the Young Workforce (DYW) and increase youth employment across the area.
- Partners value highly the contribution made by SDS staff to the joint planning and targeting of services.
- SDS staff have begun to work more effectively with the local authority and other partners, to support young people at risk of not achieving a positive destination, to plan for their next steps beyond school.
- Careers staff work effectively with North Ayrshire Council employability and skills team and school guidance staff, to engage with young people who are not attending school. They work collaboratively with partners to ensure these young people are supported to develop their CMS and enter a positive destination.
- SDS staff work closely with a range of partners across North Ayrshire to identify and target opportunities for young people who did not enter an initial positive destination on leaving school.
- SDS managers and staff are working proactively to involve key partners more fully in the planning and evaluation of service delivery. Regular dialogue with all partners is leading to better use of available resources and planning for quality support for customers across the area.
- SDS and partners ensure that all available pathways are promoted to young people. For example, through effective partnership working and continued promotion, the uptake of Foundation Apprenticeships across North Ayrshire is increasing annually.
- In secondary schools, SDS staff use available Datahub information well to help identify young people who need support, and to implement appropriate measures.

Areas for development

- Planning and collaboration between SDS staff and employability partners in North Ayrshire does not yet fully support joint planning of support for post-school customers.
- Overall, the quality and timing of data entry to the Datahub is too variable and some partners do not yet input information accurately or timeously. This is inhibiting accurate tracking of individuals and limiting the ability of SDS and partners to make effective use of data to plan approaches and interventions.
- The status of too many young people in North Ayrshire is unconfirmed.

Section F: Strategic leadership

Areas of positive practice

- The SDS Head of Region and Area Manager have worked hard to strengthen links with strategic partners in North Ayrshire and build relationships with a range of agencies to support the delivery of CIAG services across the area. The Head of Region has recently taken over SDS representation on the Community Planning Partnership for the area.

- The area management team works very well collaboratively. Managers use everyday leadership to good effect and have created a culture of inclusion and involvement which staff are responding well to.
- Team-working in North Ayrshire has strengthened over the previous two years. Staff support each other well to deliver services and contribute towards the achievement of area targets. They now feel more empowered and trusted to develop resources and delivery approaches to best meet the needs of customers.
- The area team is committed to continuous improvement. Managers encourage staff to reflect on performance and actions for improvement and progress towards achievement of targets is reviewed regularly.
- SDS staff welcome and have responded well to the new leadership approach. Almost all staff are enthusiastic and committed to developing creative approaches to the delivery of the service offer.
- The area management team has built and maintained strong relationships with head teachers across North Ayrshire. Regular dialogue regarding school priorities through the SPA process is supporting school leaders to implement DYW priorities.
- SDS managers provide staff with clear direction regarding roles and responsibilities and how these contribute to the overall performance of the area team.
- Over the last two years, SDS managers have taken care to implement change management processes appropriately and sensitively. They have taken good account of the needs of staff throughout this approach and this has helped to refocus the team to meet targets for service delivery. This is leading to improvements in professional practice and performance.
- Almost all staff use everyday leadership appropriately to continuously review and reflect on the delivery of services and plan for improvement.
- The leadership team supports all staff to make use of My Contribution. Regular, structured conversations provide team members with opportunities to discuss their performance with managers, and agree areas for their development.
- The area team makes good use of monthly Team Time sessions, weekly online meetings, and Professional Practice Groups to discuss good practice and share ideas.
- More systematic use of the observation framework by both managers and staff is supporting the team well to reflect on their practice and identify improvements to service delivery.
- SDS managers and staff have recognised and responded to the need to improve performance in relation to key operational targets for service delivery. These priorities for improvement are understood by staff.

Areas for development

- SDS managers and their strategic partners do not yet have sufficient opportunity to work collectively and collaboratively to improve outcomes for customers across the service area.
- Although the area team has made good progress towards improving performance, a significant number of targets have not been met.

Section G: Capacity for improvement

- Across North Ayrshire, the proportion of young people entering a positive destination on leaving school is just above the national average. In four secondary schools, the number of young people entering a positive destination on leaving school is below the local authority average, and in three schools is below the national figure. The data sharing measures for young people with an anticipated school leaving date, young people with a preferred destination, and young people with a preferred occupation are slightly below the national expectations and delivery measure in the last year. However, there has been an improvement in the delivery of all three Next Steps outcome measures over the past two years.
- SDS staff work well with a range of external agencies to meet the needs of the local community and to plan and deliver services for customers. Overall, these relationships work well and are further enhanced by co-location of partner organisations within employability hub premises. SDS staff also work closely with third sector agencies who provide opportunities for young people who are at risk of not entering a positive destination to develop their CMS and plan for their next steps. PACE activities are planned well by SDS staff and take good account of the individual needs and aspirations of customers facing redundancy. SDS careers advisers also establish positive relationships with young people with additional support needs. They tailor resources well to meet the needs of learners and take opportunities to provide them with out-of-school activities and introduce them to the range of post-school options. On occasion, staff in schools do not identify young people who are in need of targeted one-to-one support timeously enough to careers staff. This constrains the ability of young people to access careers services quickly to find out about, and fully consider the options available to them in order to make informed choices.
- Almost all group work sessions are interesting and successfully maintain the engagement of young people. In most group work sessions, staff make good use of digital resources to enhance learning. Careers staff develop resources and approaches to meet the needs of customers and stakeholders. One-to-one sessions are valued by customers and provide useful and clear information through which an action plan is formulated and agreed.
- The area team meets regularly. Staff use meetings well to reflect on their practice, discuss delivery priorities and plan actions to improve services. SDS managers have developed and recently strengthened, links with a range of partners across North Ayrshire. They work well with key agencies such as North Ayrshire Council, Ayrshire College, and employability providers and third sector agencies to jointly plan and deliver services. However, planning and collaboration between SDS staff and employability partners in North Ayrshire does not yet fully support joint planning of support for post-school customers.
- Overall, the quality and timing of data entry to the Datahub is too variable and some partners do not yet input information accurately or timeously. This is inhibiting accurate tracking of individuals and limiting the ability of SDS and partners to make effective use of data to plan approaches and interventions. The status of too many young people in North Ayrshire is unconfirmed.
- Team-working in North Ayrshire has strengthened over the previous two years. Staff support each other well to deliver services and contribute towards the achievement of area targets. SDS managers have also taken care to implement change management processes appropriately and sensitively. This is leading to improvements in professional practice and performance and managers are clear about what needs to be done to enable further improvements in performance. These priorities for improvement are understood by staff. However, SDS managers and their strategic partners do not yet have sufficient opportunity

to work collectively and collaboratively to improve outcomes for customers across the service area. Although the area team has made good progress towards improving performance, a number of significant targets have not been met.

Section H: Main points for action

- The SDS area team should ensure that all targets for service delivery are achieved.
- The local authority and SDS should continue to work with partners collectively and collaboratively to improve outcomes for customers in North Ayrshire.
- SDS should work with the local authority to ensure the accuracy and improved use of data to support effective planning.

4. Examples of excellence

Creating Connections – supporting good transitions

SDS and Ayrshire College have been working together to develop improved opportunities for young people with additional support needs to access information and engage with local organisations when making the transition from school to college.

The annual Creating Connections event engages schools and partners across Ayrshire. During the event young people engage with SDS careers staff who help them to record information about their self and strengths on the CMS jigsaw, before making connections to opportunities and organisations who could help them to progress to a positive destination.

The event continues to grow annually and in 2020, saw an increase of 40% in the numbers of exhibitors attending, including the National Autistic Society, Jobcentre Plus, Royal National Institute for the Blind, Street League, Enable, Ayrshire Independent Living Network and the Scottish Council for Voluntary Organisations (SCVO). A careers adviser was also available to discuss apprenticeship opportunities in the Ayrshire area.

The Creating Connections approach has encouraged partners and schools across Ayrshire to examine the principles of good transition from secondary education into employment, education or training. SDS staff and Ayrshire College link with the Scottish Transition Forum to consider the use of support mechanisms and potential development opportunities. Principles of Good Transitions partnership events engage teachers and school leaders to raise awareness of the seven principles of good transition. Partners are given the opportunity to share practice and feedback and the work of the partnership has begun to positively impact practice across Ayrshire.

5. What happens next?

Following publication of this report, SDS and partners are expected to produce an action plan to address the main points for action and/or areas for development in the report and other quality assurance and enhancement activities.

A follow-up visit will be carried out involving SDS and partners 18 months after the initial review to determine if satisfactory progress has been made towards the main points for action.

Gill Ritchie
HM Inspector

6. Further information

The review and judgements relate to the service area as a whole. For further information about Education Scotland, the external review methodologies, or other information about reviews, see <https://education.gov.scot/>.

For further information about Skills Development Scotland, see <http://www.skillsdevelopmentscotland.co.uk/>.

Appendix 1: glossary of terms

ASN	additional support needs
CDP	career development plan
CES	Career Education Standard
CIAG	Careers Information, Advice and Guidance
CMS	career management skills
DWP	Department for Work and Pensions
DYW	Developing the Young Workforce
LAAC	looked after and accommodated children
LMI	labour market information
MyWoW	My World of Work
SDS	Skills Development Scotland
SIP	school improvement plans
SPA	School Partnership Agreement
YISS	Youth Intensive Support Service

Appendix 2: external review process

HM Inspectors undertake an independent review of the quality of provision of CIAG delivered by SDS on behalf of the Scottish Government under a service level agreement between the Scottish Government and Education Scotland. External review teams include HM Inspectors and associate assessors.

During external reviews, members of the review teams observe group activities, one to one coaching sessions and hold discussions with customers, staff and stakeholders. They consider information on the quality of career information, advice and guidance. They meet with recipients of the service and obtain feedback from groups, partners and staff who work for SDS.

The purpose of this report is to convey the main outcomes arising from the external review, to acknowledge service's strengths and to provide a clear agenda for future action to improve and enhance quality.

This external review results in judgements of **grades** that express the external review team's overall evaluation of **outcome and impact**, **service delivery** and **leadership and quality culture** and a judgement on capacity to improve based on the evidence from all key areas, in particular **outcomes**, **impact** and **leadership**.

The report also uses the following terms to describe numbers and proportions:	
all	100%
almost all	over 91%-99%
most	75-90%
majority	50-74%
minority/less than half	15-49%
few	up to 15%

Appendix 3: policy context

SDS all-age career information, advice and guidance services aim to support young people and adults to make a positive transition into continued education, training or the world of work. SDS achieves this by supporting customers in their development of CMS which lay the foundations for success in their future careers.

The services provided by SDS in schools are driven by the ambitions of Curriculum for Excellence. Accordingly there are significant interdependencies between the roles and responsibilities of schools and wider partners, the design and delivery of school curriculum and the services provided by SDS. Planning for successful service delivery through SPAs requires effective collaboration between SDS and its partners.

In March 2011, the Scottish Government published a [framework](#) for the redesign and improvement of CIAG services. As the largest provider of CIAG services in Scotland, SDS has a lead role in implementing this change. This change has been implemented through an integrated service involving face to face meetings, communication through contact centre and an online CMS environment, MyWoW.

In December 2014, the Scottish Government published [Developing the Young Workforce – Scotland's Youth Employment Strategy](#). The recommendations of this strategy set out further changes to CIAG services, specifically in relation to the collaborative design and implementation of the Career Education Standard (3-18) with SDS, Scottish Government and Education Scotland. These changes have resulted in earlier intervention with school young people through SDS CIAG services and focused support around key transition points for young people. The CES builds on advice and guidance in Curriculum for Excellence and in particular, [Building the Curriculum 4: skills for learning, skills for life and skills for work](#).

Underpinning service delivery is the commitment of SDS to work with partners in schools, local authorities and Education Scotland to build capacity to deliver the ambitions of Curriculum for Excellence - Building the Curriculum 4, in particular development of CMS. This partnership approach supports schools to deliver this component of Curriculum for Excellence, whilst creating a learning context for young people that is compatible with and builds upon the service delivery commitments of SDS. As a result, much of the work of SDS requires effective collaboration with a range of partners at national and local levels.

Currently, this service is delivered on-site in Scotland's 359 local authority secondary schools and one grant-aided secondary school. Services include a blend of one-to-one careers coaching support, facilitated group sessions, drop in sessions, and supported access to MyWoW. The level of intensity of support is determined by an assessment of pupil needs made in discussion with schools. The greatest proportion of careers coach support is provided to those young people who have been identified as requiring an enhanced level of support to promote progress towards securing and sustaining a place in education, training or work. This means those individuals would receive a 'medium' or 'maximum' service offer.

SDS has a key role to play in the delivery of the Scottish Government's [Opportunities for All](#) initiative, under which all 16-19 year olds will receive an offer of a place in learning or training. SDS work in this area has been reinforced with the passage of legislation allowing SDS and key partners, including Local Authorities, schools and Further Education Institutions to share data on all the young people they work with. The [Post 16 Education \(Scotland\) Act 2013](#) and the statutory guidance mandate SDS and key partners to share data in order to support young people in their post school transitions.

Appendix 4: background information

Terminologies used in this report

The term 'service area' is used to describe the geographical area referred to in this report. SDS uses a variety of approaches to deliver CIAG services. This is often referred to as a blended service. SDS promotes a Universal Offer to support all secondary school young people. In addition, a Targeted Service Offer is aimed at young people who have the greatest need and who require enhanced support to progress them towards entering or sustaining a positive destination. SDS offers access to a range of services for post-school customers. The different offers are shown below:

SDS School Universal Service Offer consists of:

- access to MyWoW web service
- group-work sessions on:
 - Transition support at P7/S1 transition
 - Subject choices and Career Management Skills in S2/S3
 - Senior phase group sessions
- drop-in clinics for career management and employability
- opportunity for any pupil to request a face to face session

SDS School Targeted Service Offer consists of:

- Targeted one-to-one support in S3 for those with the greatest need (and optional group activity where appropriate)
- Structured programme of one-to-one career guidance throughout the senior phase
- Senior Phase supported transition to a dedicated post-school team member for those who require on-going support towards positive participation

SDS Post-school Targeted Service Offer (Next Steps) consists of:

- Open access to public centres (47 locations throughout Scotland)
- Access to MyWoW web service 24 hours a day, seven days a week
- Structured programme of one-to-one careers guidance
- Employability support and group activity
- Partnership approach including structured referral arrangements with DPW/JCP
- Telephone access to SDS contact centre

SDS All age Service Offer (universal) consists of:

- Access to MyWoW web service 24 hours a day, seven days a week
- Access to one-to-one career guidance
- Telephone access to SDS contact centre
- PACE
- IES joint work activities with JCP
- Open access to public centres (47 locations throughout Scotland)

Further information on Skills Development Scotland's services to individuals and employers can be found at www.skillsdevelopmentscotland.co.uk. MyWoW web service can be accessed at www.myworldofwork.co.uk.

Staff roles

SDS uses a number of titles to describe the roles of the staff. These include Careers Adviser, Work Coach, Trainee Careers Adviser and Personal Adviser. Throughout this report, the term careers staff is used to refer to all staff involved in delivering CIAG services.

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