Inverclyde council

Report To:	**Education & Lifelong Learning Committee**	**Date:**	**3 November 2009**
Report By:	**Acting Director of Education**	**Report No:**	**EDUC/95/09/CL**
Contact Officers:	**Chris Robertson, Maggie Paterson**	**Contact No:**	**712850 / 714853**
Subject:	**Proposals to maximise impact for learners, their families and communities**		

1.0 PURPOSE

1.1 The purpose of this report is to ask Committee to endorse plans outlined in the paper attached to continue to build capacity in communities.

2.0 SUMMARY

2.1 The paper proposes three strategies:

- A framework for partnership working between schools and Community Learning and development (CLD);

- Joint planning within and across Directorates;

- Developing the quality assurance role of CLD.

2.2 The first of these outlines the responsibilities of CLD in relation to schools; the second recommends some mechanisms for joint planning; the third suggests how CLD should act within its own Directorate and with other Directorates.

2.3 The annexes to the paper show how CLD can have an impact on inspections of schools, and indicate how teachers have a role in building communities.

3.0 RECOMMENDATION

3.1 Committee is asked to note and approve the proposals outlined in the attached paper.

Albert Henderson
Acting Director of Education

4.0 BACKGROUND

4.1 The most recent HMIe inspection of CLD in Inverclyde included as a point for action that the service should be more systematic in its approach to building community capacity.

4.2 Recent school inspections nationally have included CLD provision as part of their observations on schools, and have been critical of education services where there is no evident close liaison between schools and CLD.

4.3 CLD does not, however, have sole responsibility for the building of capacity in communities.

5.0 PROPOSAL

5.1 That committee accepts the arguments advanced in the paper and the suggestions for the way forward.

6.0 IMPLICATIONS

6.1 <u>Financial</u>

None

6.2 <u>Legal</u>

None

6.3 <u>Personnel</u>

Some redistribution of the work of CLD staff might be desirable

6.4 <u>Equalities</u>

Continuous Professional Development (CPD) may be required for teachers.

7.0 CONSULTATION

7.1 Officers from Education Services and CLD worked in partnership on this paper.

8.0 EQUALITIES ISSUES

8.1 Building the capacity of communities advances Inverclyde's aspirations to regenerate individuals and communities.

9.0 LIST OF BACKGROUND PAPERS

9.1 How Good is our School 3
How Good is our Community Learning Development 2

PROPOSALS TO MAXIMISE IMPACT FOR LEARNERS, THEIR FAMILIES AND COMMUNITIES THROUGH:

1. **effective partnership working between schools and Community Learning and Development;**
2. **joint planning within and across directorates;**
3. **developing the quality assurance role of the CLD service.**

CLD in the context of this paper refers not only to the services provided under the auspices of the CLD Service within the Directorate of Education and Social Care but also to provision made by other services within the Directorate and by other Directorates of the Council. As Lead Partner, Inverclyde Council has a responsibility to give direction to the work of the CLD Partnership which includes ensuring Council services and resources are deployed to greatest impact and self-evaluated in line with *How good is our school? 3* and *How good is our community learning and development? 2*. The latter is now inspected in the context of learning communities around the non-denominational secondary schools in Inverclyde.

1   EFFECTIVE PARTNERSHIPS BETWEEN SCHOOLS AND CLD

(a) Effective partnership working with secondary schools

Improving Scottish Education, a report by HMIe on inspection and review 2005-2008, when evaluating 'How well do staff work with others to support young people's learning?' noted that 'There are few examples of effective partnerships between staff in schools and those in community learning and development'.

Curriculum for Excellence: Building the Curriculum 3, makes numerous references to the need to build strong partnerships with CLD in relation to delivering 'a personalised learning experience for every child and young person', the 'development of the four capacities', 'participating in community learning and development', 'supporting young people to exercise their responsibilities as members of a community' and 'in the provision of opportunities for personal achievement'.

An analysis from a CLD perspective of 24 secondary school inspection reports published since the introduction of the new approach in Autumn 2008 has identified specific areas of work where CLD could be of assistance to secondary schools to enhance their impact on the lives and learning of young people and to be better placed to demonstrate this to HMIe.

Developing the use of alternative awards
(successful learners/confident individuals)
15 of the 24 reports made positive reference to the use of alternative award schemes such as ASDAN, Youth Achievement, John Muir Trust, Prince's Trust. There were 8 specific positive references to the Duke of Edinburgh Award Scheme. There were 2 negative references to schools not taking sufficiently into account the benefits to young people of their achievements and experiences in the community. There were a further 2 negative references to young people not achieving awards of any kind.

Young people having influence on the school and the wider community
(responsible citizens/effective contributors)
10 of the 24 reports made positive reference to effective pupil councils and young people reporting that their views were taken on board. 5 reports also mentioned the additional benefits to young people of pupil councils being linked in to broader, authority-wide youth councils and representation at Scottish Youth Parliament. 12 reports identified that the pupil council and/or young people generally did not have enough influence on decisions.

Developing activities out of school hours and in local communities
(confident individuals/effective contributors)
16 of the reports made positive reference to young people taking part in out of class and community based activities. There were 8 positive references specific to the Duke of Edinburgh Award. 2 negative comments were made about schools not taking sufficiently into account the benefits to young people of their achievements and experiences in the community.

Partnership working
Of the 24 reports reviewed 13 made positive references to joint working with CLD and/or youth work. 11 made a more general reference to partnership working with others which would include CLD. 2 reports identified that schools needed to work more closely with CLD.

The summary analysis reviewed for this paper is provided at Annex 1.

(b) Effective partnership with primary schools and early years establishments

The Early Years Framework published in 2008 makes a number of references to the benefits of partnership working with CLD. HMIe is expected to publish a review of what works in CLD to support positive outcomes in early years. One of the medium term priorities for 'helping children, families and communities to secure outcomes themselves' is that 'Nurseries, schools and childcare services develop their role in supporting family and community learning.'

A review of a sample of HMIe primary inspections published in the last 4 months analysed from a CLD perspective is currently being undertaken. Findings to date show parallels with the secondary school reports and indicate a strong emphasis in the reports on:
- the active involvement of parents
- the importance of joint working with partners including CLD
- a range of after-school activities/opportunities for wider achievement.

(c) Capacity building with local communities

Working in partnership with communities and providing opportunities for wider achievement in the community feature strongly in HMIe reports. The aims of *Curriculum for Excellence* very explicitly link a national potential for growth to the four capacities that underpin all the work that is taking place in the programme, and additionally make clear that the development of those is the responsibility of all teachers. How the capacities are described echoes the wording of *How good is our community learning and development? 2*, specifically that this would be achieved if community members were confident, skilled and active; if they took an active and influential role in decision-making; if they ensured that they behaved in an inclusive manner and valued cultural diversity; if they had developed productive networks with other organisations.

Other Council services and partners have community capacity building as their prime function. It is essential to highlight that some of those services have a close relationship with Community Councils, which are intrinsic to the development of local decision-making and to the empowering of communities to influence Council policies and priorities. However it would be also be important to
- acknowledge the contribution of Education Services through the schools and the CLD Service, and to
- consider the potential for continuous improvement within Education Services.

An overview of capacity building delivered through Education Services is provided at Annexe 2.

2   JOINT PLANNING

For the purposes of the Port Glasgow High/Learning Community inspection a mapping exercise was undertaken which identified all CLD activity in the area. This was well received not only by the Inspectorate but by colleagues across Directorates and partner agencies.   However, the exercise also flagged up gaps and overlaps in provision and the potential to enhance impact through joint planning.   The analysis of HMIe inspection reports, referred to above, also identified the benefits of joint planning with schools. The report on the inspection of the learning community surrounding Port Glasgow High made specific reference to the need for improved joint planning.

Potential opportunities to develop this include:

Joint planning within Education & Social Care
- With schools in relation to family learning, parenting and other work with parents (confident individuals/successful learners)
- With schools in relation to activities with young people out of school hours and in their local communities (active citizens/effective contributors)
- With schools in the delivery of alternative qualifications such as the Youth Achievement Award (successful learners)
- With schools in relation to their 'brokerage' role in the development of the Curriculum for Excellence
- With schools and QIO team in relation to support for Pupil Councils, the Scottish Youth Parliament, the emerging Youth Council for Inverclyde and other opportunities for young people to have a voice and be heard (active citizens)

Note: joint planning with schools should include the deployment of home link staff formerly managed through Integrated Community Schools

Joint planning with Regeneration & Resources
- With community work in relation to capacity building with community organisations in learning communities and strengthening partnership working between schools and their communities (active citizens/effective contributors)
- With community work in relation to the HMIe recommendation 'Improve joint planning and working between teams and partners providing youth work and adult learning support and capacity building'

Joint planning with Safer Communities
- With street mediation service in relation to diversionary work and detached work with young people (confident individuals/active citizens/effective contributors)
- With community wardens in response to recommendations within the Port Glasgow High learning community HMIe report.

3   QUALITY ASSURANCE

Both school and CLD inspections now place greater emphasis on partnership working and, in the case of CLD, all publicly funded providers fall within the parameters of the inspection.   This, therefore, includes CLD provision by partner agencies such as the Community Health Partnership, the voluntary sector and Fairer Scotland funded projects. There is potential for the CLD Service to make a greater contribution to quality assurance and self-evaluation across Council services and with voluntary sector projects funded via the Council.   This will help the CLD Partnership sustain and improve upon its strong position when comparing the findings of the recent CLD inspection with those of other authorities. See Annexe 3.

Within Education and Social Care
- By participating in self-evaluation activities undertaken by schools and contributing to school improvement plans
- In relation to the development and accreditation of alternative awards which articulate with SCQF, such as Youth Achievement Awards and core skills modules.

With Regeneration and Resources
- By supporting community work colleagues to set in place self-evaluation and quality assurance procedures which are fit for purpose in relation to HMIe, Single Outcome Agreement (SOA) and Fairer Scotland Fund (FSF) requirements
- By working with FSF monitoring staff located within this Directorate to support voluntary sector organisations funded by FSF to provide CLD services (eg Youth Connections) to set in place self-evaluation and quality assurance procedures which are fit for purpose in relation to HMIe and FSF requirements.

With Safer Communities
- By providing accreditation opportunities for personal development programmes delivered by the service
- By supporting colleagues to set in place self-evaluation and quality assurance procedures which are fit for purpose in relation to HMIe and SOA requirements.

ANNEXE 1: ANALYSIS OF SCHOOL REPORTS FROM CLD PERSPECTIVE

Positive references	Frequency
Taking part in activities out of class/in community	15
Being involved in community service	1
Involvement in DoE	8
Use of alternative awards – John Muir, ASDAN, Prince's Trust	15
Joint working with CLD/youth work (specific reference)	13
Partnership with community	11
Partnership working with other agencies (including CLD)	9
Effective Pupil Council/influence of young people	10
Involvement in broader Youth Council, MSYP	5
Negative references	
Pupil council/young people not having enough influence	12
School needs to take more account of views of the community	1
School not taking benefits of to young people of their achievements and experiences in the community into account	2
School needs to work/plan more closely with CLD	2
Young people not achieving awards/need to extend opportunities	2

Based on 24 secondary school reports published up to 9 February 2008.

ANNEXE 2: COMMUNITY CAPACITY BUILDING

(a) Schools and community capacity building

Policy and Strategy
Education and Social Care has a parental strategy that will have a positive influence on the collective self-belief of communities. Other policies and strategies – Learning and Teaching, Citizenship, Enterprise, Vocational Education and many more – place parents and communities at the centre of what schools are aiming to achieve.

Schools in their communities
Schools reach out to their communities through projects organised within schools and specifically designed to develop responsible citizenship, such as:
- volunteering in the community;
- organising community theatre events;
- participating in environmental projects;
- community involvement work as part of their PSE programmes.

The adults who come into schools either employed in a semi-skilled capacity, or volunteering to assist with (for example) sports or playground activities, are almost invariably members of the local community. Work of this type can have a very positive effect on their self-esteem, and may provide a stepping stone to more skilled work, education or training.

Ethos and values
Schools uphold values that might be described as 'traditional' in the best sense. Where communities are divided, or in instances where family circumstances are challenging, the school's adherence to established and time-honoured tenets can be a refuge for troubled parents who find it more difficult to find such fixed points of reference in wider society. More commonly, though, it is simply the school's daily interactions based on care for one another, mutual respect, an emphasis on the necessity to work at positive relationships - these are the aspects of school life likely to lay the foundations of healthy attitudes to carry into life beyond school. The behaviour modelled by the people working in schools towards the young people and each other is maintained consistently and in such a way that the young people see it as a rewarding way to live.

Ripples of influence
Some of the actual content of the curriculum leads learners to challenge their parents or to extend their knowledge. Some examples might be
- objecting to racism; disability awareness and other equality issues;
- use of technology;
- healthy eating and healthy living;
- environmental awareness.
At the same time, each school's citizenship aims makes it likely that those features will also be reinforced through the informal curriculum, and through the way schools and teachers model their own stance in relation to them.

Other support for the community
There are many other ways in which schools support their community which do not fall within the definition of community capacity building. These include charitable work, presenting musical entertainment to in hospitals and local centres and cultural and sporting events.

Working with parents
Schools work with parents in many ways, ranging from supporting them in their relationship with their own child, to involving them in the life and work of the school. Some schools run workshops on the curriculum. Others identify issues in the community and attempt to address them - by way of, for example, running a group for parents who have English as an additional language. All schools are likely to offer advice – formal and informal, targeted or not – on parenting skills in such a way as to empower parents and raise their self esteem. Most schools now have websites with an interactive element and all schools involve parents in a range of evaluative techniques, policy writing and other methods of not only capitalising on the skills of parents but also providing them with opportunities to enlarge and expand those skills and/or

acquire new ones. The pool of community talent and expertise is therefore deepened and strengthened.

<u>Building community capacity for the future</u>
Teachers in their classrooms uphold and embody the values and ethos of the schools in which they work. They transmit those values through the ways in which they form relationship with their pupils, through their commitment to, and interest in, individuals and through their dedication. They are showing their classes that working hard at something worthwhile is personally satisfying. They have fun and make learning fun. They help the pupils to see that taking responsibility for themselves and their own development is ultimately going to make their learning more effective. Their daily interactions demonstrate to pupils a sustainable and rewarding way to live, and help them to understand living better.

Teachers raise the aspirations of their pupils through high expectations of their behaviour and achievement. Teachers in Inverclyde have demonstrated that they are particularly successful in these endeavours. They model equality and fairness. They celebrate success and give the young people in their classes a belief that they can succeed – a belief that can be carried out of the classroom into communities.

(b) CLD and community capacity building

The CLD Service comprises the Adult Learning and Literacies Team (ALL) and the Youth Work Team. Although community capacity building is not the prime remit of the CLD Service, this is integral to the values and processes adopted in service delivery. The following illustrates how the different facets of community capacity building are supported by the activities of the CLD Service.

<u>confident, skilled and active community members</u>
The ALL Team have outreach staff working in local communities to identify need and support participation in ALL programmes which include literacies, family learning, English for speakers of other languages and confidence building. The Youth Work Team deploy detached workers to encourage young people to participate in a similar range of programmes.

<u>active and influential roles in local and wider decision making</u>
Both teams support geographical communities to have influential roles in local decision making. Examples include support to housing associations and working with the community in Park Farm to negotiate a Youth Zone.

They also support communities of interest to have influence on services and decision making. These communities of interest include the Dyslexia Support Group, the Adult Learning & Literacies Forum, young people, and older people. An example of this is the development of the Speak Up group which has become the foundation of an embryonic Youth Council for Inverclyde with links to representation at the Scottish Youth Parliament.

<u>develop local services, where appropriate, in response to priority needs</u>
<u>effective planning, management and evaluation arrangements</u>
<u>productive networks and relationships with other agencies and organizations</u>
The CLD Service has been successful in attracting funding for the provision of community learning services and youth work from local community centres and assists them in the planning, management and evaluation of these services. These initiatives are delivered in partnership and rely on productive networks and relationships with a range of agencies including health, the police and Jobcentre Plus.

<u>ensure that they are inclusive and value social and cultural diversity</u>
The CLD Service works with community groups to promote the inclusion of disabled people, minority ethnic communities, young people, people with mental health problems and older people. For example, the Service is developing intergenerational activity to bring young people and older people together within their communities.

ANNEXE 3: LEARNING COMMUNITY INSPECTIONS

Learning community	Improve performance	Young people	adults	Capacity building	Improve services
Port Glasgow High School, Inverclyde Council	*G*	*VG*	*VG*	*W*	*G*
Cumnock Academy, East Ayrshire Council	G	G	VG	G	S
Dalziel High School, North Lanarkshire Council	G	VG	VG	VG	E
Graeme High School, Falkirk Council	S	G	G	G	S
Gryffe High School, Renfrewshire Council	S	G	G	G	S
Lionel School, Western Isles Council	W	S	G	G	W
North Berwick High School, East Lothian Council	W	S	G	G	W
Pitlochry High School, Perth and Kinross Council	G	VG	S	S	G
Stonelaw High School, South Lanarkshire Council	G	VG	G	G	S
Wick High School, The Highland Council	S	G	G	G	W
Aberdeen Grammar School, Aberdeen City Council	G	VG	G	VG	S
Alford Academy, Aberdeenshire Council	G	VG	G	VG	G
Annan Academy, Dumfries and Galloway Council	W	S	S	S	W
Arbroath Academy, Angus Council	G	VG	VG	VG	G
Bathgate Academy, West Lothian Council	G	E	VG	G	G
Belmont Academy, South Ayrshire Council	S	G	G	VG	S
Boroughmuir High School, The City of Edinburgh Council	G	G	VG	S	S
Brae High School, Shetland Islands Council	S	S	VG	G	S
Buckie High School, The Moray Council	S	VG	VG	VG	G
Clyde Valley High School, North Lanarkshire Council	S	VG	VG	VG	S
Clydebank High School, West Dunbartonshire Council	S	G	G	G	S

Key

E   **Excellent**
VG   **Very Good**
G   **Good**
S   **Satisfactory**
W   **Weak**