

Report To: Education & Lifelong Learning
Committee

Date: 10 May 2011

Report By: Corporate Director Education
and Communities

Report No:
EDUC/28/11/MP

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Subject: HMle Report on the learning community surrounding Inverclyde Academy

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Lifelong Learning Committee of the HMle inspection of the learning community surrounding Inverclyde Academy.

2.0 SUMMARY

- 2.1 The report on the learning community surrounding Inverclyde Academy was produced on 27th March 2011. HMle check 5 important quality indicators to keep track of how well community learning and development provision is going. The report on the learning community surrounding Inverclyde Academy identified 3 indicators as 'very good' and 2 as 'good'.

Very good impact on young people

Very good impact on adults

Very good impact of capacity building on communities

Good improvements in performance

Good improving services.

- 2.2 Members should note the strengths of the learning community outlined in page 1 of the HMle report.

3.0 RECOMMENDATION

- 3.1 It is recommended that the Education & Lifelong Learning Committee approve the HMle report on the learning community surrounding Inverclyde Academy.

Albert Henderson
Corporate Director Education & Communities

4.0 BACKGROUND

4.1 The learning community surrounding Inverclyde Academy was inspected by Her Majesty's Inspectors of Education (HMIe) in January 2011. The inspection covered key aspects of the work of the Community Learning and Development Service and CLD Partners and identified key strengths and main points for action using the following 6-point scale:

Excellent	-	outstanding, 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

4.2 HMIe evaluated how well participants, including young people and adults, learn and achieve and how well CLD helps the community to develop. The report was published on 22nd March 2011 and is attached as an appendix to this report. It has been issued to those involved in Community Learning Development to local elected members and to the Convener and Vice-Convener for Education & Lifelong Learning.

4.3 In assessing the indicators for quality, HMIe found 3 aspects of the work of Community Learning and Development to be 'very good' and 2 to be 'good'.

Very good	impact on young people
Very good	impact on adults
Very good	impact of capacity building on communities
Good	improvements in performance
Good	improving services.

4.4 HMIe identified the following particular strengths of the learning community:

- Very good engagement of vulnerable learners
- Very good range of well-targeted adult, youth and capacity building provision
- Strong and effective networking in youth and adult learning enables access to good quality services
- High quality programmes clearly reflect strategic aims and priorities.

5.0 IMPLICATIONS

Finance: none

Legal: none

Personnel: none

Equalities: none

6.0 CONSULTATION

Not applicable

7.0 BACKGROUND PAPERS

HMIe inspection report attached.

Learning community inspection



A report by HM Inspectorate of Education

**Inspection of the learning community
surrounding Inverclyde Academy
Inverclyde Council
22 March 2011**

We inspect learning communities in order to let those who use services and the local community know whether learning communities provide appropriate learning opportunities and help learners in their development. We are also interested in how community and voluntary groups are helped to contribute to making communities better places to live and work. At the end of inspections, we agree ways in which staff and volunteers can improve the quality of learning for young people and adults and how the impact of community and voluntary groups can be further developed.

At the beginning of the inspection, we ask managers and staff about the strengths of the learning community, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we join other activities which young people, adults and community groups are involved in. We also gather the views of learners, active community members and staff. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of provision locally.

This report tells you what we found during the inspection and the quality of learning and development provided. We describe how well learners are doing and how good the learning community is at helping them to learn. We comment on how well staff, learners and groups work together and the difference they are making in the learning community. Finally, we focus on how well the learning community is led and how leaders help the learning community achieve its aims.

If you would like to learn more about our inspection of the learning community, please visit www.hmie.gov.uk.

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1. The learning community

The learning community surrounding Inverclyde Academy includes two areas of significant deprivation, Greenock Town Centre and East, and Greenock South West. Twenty seven percent of the population in Greenock Town Centre is classified as employment deprived and the percentage of the population claiming disability living allowance is almost double the national average. Male life expectancy is eight years less than the Scottish average. Greenock South West comprises the social housing areas of Branchton, Bow Farm, Braeside and Larkfield. These areas contain datazones regarded as the most deprived in Scotland. There has been considerable housing regeneration in the area over the past few years and this work continues. The local authority's aims for the learning community include increasing employability, reducing health inequalities and encouraging active citizenship.

2. Particular strengths of the learning community

- Very good engagement of vulnerable learners.
- Very good range of well-targeted adult, youth and capacity building provision.
- Strong and effective networking in youth and adult learning enables access to good quality services.
- High quality programmes clearly reflect strategic aims and priorities.

3. How well do participants learn and achieve?

The overall quality of provision is very good and almost all learners benefit. Providers are successfully engaging high numbers of vulnerable learners many of whom are making very good progress and achieving well. Most services are very well planned though not all have clear or sufficiently challenging targets. The community learning and development (CLD) service and their partners have made a good start in establishing baseline performance data from which to measure trends in participation, progression and achievement. This is at an early stage of development. There is scope for providers to systematically collate and analyse performance information in order to measure their effectiveness in meeting shared aims and objectives.

Young people

Many partners work together very effectively to provide a wide range of opportunities in which young people engage enthusiastically. They are effectively challenged and supported to learn from new experiences and many benefit highly

from social interaction with young people they would not otherwise have the opportunity to meet and befriend. The successful Duke of Edinburgh Open Award Centre attracts high numbers of young people of all ages and abilities from across the Inverclyde area, most of whom achieve Award success. Those involved in the Youth Council and Speak Up Group gain confidence through the development of leadership, campaigning, event management and research skills and are successfully raising awareness of issues that concern them. 16+ activities agreements effectively enable young people to progress into further education, employment or volunteering. Many young people benefit from the opportunity to achieve national accreditation and awards and there is now scope to extend these opportunities into more of the provision. Health improvement workers make a positive contribution to personal and social education programmes within the secondary school which is having a positive impact on young people's attitudes towards sexual health. Difficulties in communication with the secondary school limited the achievements of young people on a recent pilot Youth Achievement Award. Young people would benefit from the opportunity to review and record their progress and achievements particularly in relation to *Curriculum for Excellence*.

Adults

Adult learning services provide a very good range of high quality opportunities. Local networks are well used to target provision to meet the needs of vulnerable and disadvantaged learners who benefit significantly from the opportunities provided. For example, learners can now manage personal budgets, read menus and help their children with homework. They have developed the skills which prepare them well for further learning and work and have improved their health and wellbeing. Learners increase in self-confidence and improve their communication skills as a result of their involvement in adult learning programmes. Some have reduced their social isolation through becoming more active in their community. Very effective referral and signposting procedures ensure that learners access the right courses to meet their needs. Learners are making significant progress and some are now attending courses which provide national accreditation. There is room to further develop opportunities for progression. All learners are very well supported by the very effective work of staff and volunteers. Individual Learning Plans with personal learning goals are regularly reviewed and updated. Very good progress is being made to embed core skills in all provision.

4. How well are communities developing and achieving?

The work of the community development team is targeted effectively in areas of deprivation. CLD staff work well with umbrella organisations and other key partners to identify needs and respond to local priorities. Most volunteers access quality training and are well supported to achieve their aims. The *Your Voice Community Care Forum* plays a pivotal role in enabling local people to exercise their right to have a say in the planning, design and delivery of local services. The *Playstation* management committee established a dedicated youth facility for primary age children in the area to meet a gap in youth provision. Many young

people in the *Speak Up* and *Young Scot* groups successfully raise awareness about issues that concern them such as the dangers of carrying knives. All members of community groups have increased in confidence, and developed knowledge and skills. A few projects have been successful in attracting inward investment to support local initiatives. CLD partners and key umbrella organisations now need to continue to build the capacity of groups to secure long-term sustainability. Community groups would benefit from opportunities to meet, learn from and support each other. More detailed community profiles would assist in the further development of relevant local services.

5. How effective are providers in improving the quality of services?

Most providers use a good range of tools to effectively identify the impact of their services. The adult learning and literacies service has developed robust mechanisms that lead to improvements in the quality of provision. The views of adult learners are systematically gathered to help develop and improve services. Many practitioners have amended and improved their programmes as a result of regular reflection and review. The development of clear action plans with measurable, realistic targets would now enable the CLD strategy group to monitor and review progress in achieving its aims and to report on this progress more clearly to stakeholders. CLD providers reliant on temporary funding would benefit from forward planning to help ensure the sustainability of their work.

6. Does the learning community have a clear sense of direction?

Providers have established clear, shared aims and priorities for the learning community. Service providers work very well together to share knowledge and expertise and to jointly deliver some programmes in the community and within Inverclyde Academy. This improves learners' access to good quality services. The authority is currently developing an integrated approach to performance management across the partnership using the Inverclyde Alliance quality performance reporting system. This is at the early stages of development but is a promising beginning to a challenging task. Learners would benefit from closer collaboration between Inverclyde Academy and the CLD service.

7. What happens next?

CLD providers have a good understanding of their strengths and areas for improvement and communities are achieving very well. As a result we have ended the inspection process at this stage.

We have agreed the following areas for improvement with the education authority and its partners.

- Improve the systematic analysis of performance information to demonstrate progress and inform target setting.
- Develop a planned approach to project sustainability.
- Embed a collaborative approach to improvement planning.
- Further develop progression routes for adults and young people.

Quality indicators help CLD providers and inspectors to judge what is good and what needs to be improved in the learning community. You can find these quality indicators in the HMIE publication "*How good is our community learning and development? 2*".

HMIE checks five important quality indicators to keep track of how well all Scottish CLD provision is doing. Here are the results for the learning community surrounding Inverclyde Academy.

Improvements in performance	good
Impact on young people	very good
Impact on adults	very good
Impact of capacity building on communities	very good
Improving services	good

Managing Inspector: Jane Brook
22 March 2011

This report uses the following word scale to make clear judgements made by inspectors.

excellent	outstanding, 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

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