
Report To:	Education & Communities Committee	Date:	05 May 2015
Report By:	Corporate Director: Education, Communities and Organisational Development	Report No:	EDUCOM/41/15/MP
Contact Officer:	Maggie Paterson	Contact No:	01475 715450
Subject:	Education Scotland report on the inspection of the learning community surrounding Clydeview Academy		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of the findings of the report by Education Scotland on their inspection of the learning community surrounding Clydeview Academy.

2.0 SUMMARY

- 2.1 Community learning and development in the learning community surrounding Clydeview Academy was inspected during the week commencing 2 February 2015.
- 2.2 Education Scotland published a report of their findings on 24 March 2015. Feedback on the inspection was very positive as reflected in the judgements made on the following quality indicators:
- Improvements performance – VERY GOOD
 - Impact on participants – EXCELLENT
 - Impact on local community – VERY GOOD
 - Improving services – VERY GOOD.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education & Communities Committee approve the report on the learning community surrounding Clydeview Academy.

Patricia Cassidy
Corporate Director
Educati0n, Communities & Organisational Development

4.0 BACKGROUND

4.1 Community learning and development in the learning community surrounding Clydeview Academy was inspected by Education Scotland in February 2015. The inspection considered how well CLD partners are improving the life chances of people living in the community through learning, building stronger more resilient communities and improving the quality of services and provision. They also looked at how well paid staff and volunteers are developing their own practices and how well partners, including schools are working together.

4.2 Using the self-evaluation framework 'How good is our community learning and development?2', the inspection identified key strengths and main points for action using the following six-point scale:

- 6 Excellent
- 5 Very good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory

Education Scotland is currently piloting the framework 'How good is our culture and sport?' and additional activities relating to this were included in the inspection.

4.3 The following indicators of quality were judged using the above scale:

Improvements performance : 5 VERY GOOD
Impact on participants: 6 EXCELLENT
Impact on local community: 5 VERY GOOD
Improving services: 5 VERY GOOD.

4.4 The report lists 5 key strengths:

- Strong commitment from partners and staff who are targeting resources effectively
- Early intervention to address health and well-being issues that is having a positive impact
- Investment in staff development is leading to a cycle of continuous improvement
- Strong partnerships and pathways through sport
- Innovative work with hard to reach and marginalised groups being empowered to drive change.

4.5 The report also identified how partners might continue to improve their work by consolidating the development of the CLD three year plan.

5.0 IMPLICATIONS

Finance

5.1 None

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if Applicable)	Other Comments
N/A					

Legal

5.2 None

Human Resources

5.3 None

Equalities

5.4 None

Repopulation

5.5 None

6.0 CONSULTATIONS

6.1 Not applicable

7.0 BACKGROUND PAPERS

7.1 Inspection Report
Additional Evidence

Inspection of the learning community surrounding Clydeview Academy Inverclyde
Council

24 March 2015

1. Context

Community learning and development (CLD) partners within the area of Clydeview Academy were inspected by Education Scotland during 2-6 February 2015. During the visit Education Scotland staff talked to children, young people and adults. We worked closely with local CLD managers, CLD providers, partners, paid staff and volunteers. We wanted to find out how well partners are improving the life chances of people living in the community through learning, building stronger more resilient communities and improving the quality of services and provision. We also looked at how well, paid staff and volunteers are developing their own practices and how well partners, including schools are working together.

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

Partners work very well together to improve the lives of local people. Learning programmes are of high quality and almost all learners are achieving well. Partners, including CLD staff work with those learners most in need. Resources are targeted appropriately and the majority of programmes are delivered collaboratively. Adults are well supported to re-enter the job market and improve their physical and mental health. Partners have a prominent focus on early intervention and prevention, for example, through *Your Voice* training courses. Health and well-being programmes feature highly for both older and younger people. Adults who have mental health problems are benefitting from classes such as 'Let's Get Cooking'. Many learners have improved their health as a result. A recent health and well-being survey of young people attracted an 83% return. Local schools including Clydeview Academy are now planning programmes for young people as a result. Changing the culture of alcohol Single Outcome Agreement (SOA) delivery group is one of the partnerships working with young people to take actions forward.

Learner numbers are increasing across the learning community. Improving numbers of young people are gaining accreditation through programmes such as The Duke of Edinburgh's award, Youth Achievement and Dynamic Youth Awards. However, there is scope to further accredit the work undertaken by young people. Young people's participation in sport is also improving. Participant numbers in rugby have increased year on year. Partners are successfully engaging more young women in sport. Almost all school leavers from Clydeview Academy now move into a positive destination. CLD staff make a significant contribution to the wider achievement agenda in local schools. A well-planned system is in place to monitor and track programmes in both Clydeview and St Columba's high schools. Young people are making better choices through programmes that focus on drug awareness, sexual health and cyber-bullying. Increasing numbers of young people are attending the dedicated youth provision (Youth Zone). Participation in adult literacies and English for speakers of other languages classes shows a positive five year trend. Programmes are well targeted on those in most need, for example unemployed adults.

Almost all learners are gaining skills and improving life chances. Young people achieve exceptionally well. Across the learning community young people are

improving confidence, taking responsibility and improving life chances through a very strong range of learning opportunities. Lesbian, Gay, Bi-sexual and Transgender (LGBT) young people are being empowered to change attitudes and implement change. They are strongly committed to challenging stereotypes, for example through work with Police Scotland to train new recruits at Tulliallan. LGBT young people are now more respected and represented. This is sector leading. Young people involved in sports such as rugby and badminton are now more active and feel better about themselves. Large numbers of young people are benefitting from a well-planned approach by partners to improve 'opportunities for all'. Their progress is well tracked. Local scouts are gaining skills for learning, life and work. They are now better leaders, working well together in teams. MVP (Mentors Against Violence Programme) is delivering powerful impacts for young people leading to better behaviour in school. Young people involved in the Youth Council are better informed and make more positive life choices. Those completing *Girl Power* courses are better informed. This enables them to make more positive choices about sexual health, relationships and alcohol. Almost all participants in The Duke of Edinburgh's Award programmes develop skills for learning life and work. Many are progressing to other learning.

Adult learners achieve very well. Programmes are very well targeted to priority groups. Lives are being improved as a result. Parents attending the *Inverclyde Happy Tots* are better informed about health and well-being issues. They are now making more informed choices. Through the *Bookbug* programme parents now have a much better understanding of baby and child development. Members of the *Jericho Group* are now re-engaged with learning. Many are improving core skills and increasing their chances in terms of entering employment and further learning. Learners attending local libraries are accessing new technology. Many are now more confident in its use and as a result feel less socially isolated. A few are gaining employment and others are progressing to achieve qualifications. Almost all adult literacies learners are seeing significant improvements in employability skills and family life. Increasing numbers are gaining qualifications thus making them more active in the job market. Older people are now less isolated as a result of participation in learning programmes such as book groups, Tai Chi and art. The Wider Opportunities for Older People Inverclyde group (*WOOP!!*) is helping to improve mental health and reduce social isolation. Some older people attending the *WOOP!!* singing group are more active and a few have reduced prescribed medication. Adults attending *Your Voice* training courses are now more active and feel their well-being has improved.

Community groups are skilled, active and confident. A large number of groups operate in the learning community and some are supported by the council. Many are self-sustaining but a few would appreciate targeted networking opportunities. Volunteering is strong for young people and adults and there is a commitment to support them to progress. *Trust Volunteering Inverclyde* supports young people to gain Saltire and SQA awards. Positive pathways are in place to support young volunteers to access training and employment. Volunteers at the Watt Library are benefitting the local community and gaining in confidence. Community Councils across the area are proactive and are engaging their communities in campaigns such as wind farms and tackling anti-social behaviour. Others are raising awareness about current policy developments such as the Community Empowerment Bill.

Young people in the LGBT group are well supported to engage with national campaigns and they are having a positive effect on attitudes. *Sports Inverclyde* is having a strong impact on sports development locally. By supporting less popular sports through small grants more people are now taking part. Through a range of positive developments in rugby, vulnerable groups are now accessing provision of offer. There is a strong sense of community pride at the *Beacon Arts Centre*. Community groups now have a platform for performing. Arts projects at the Beacon are effectively targeting hard to reach groups in the community. In partnership with local and national organisations, *Your Voice* successfully supports groups to address key issues in the community. New services are emerging as a result. Key partners are engaging well with community planning structures. The Inverclyde Regeneration and Employability SOA Delivery Group are working to address local issues. *Inverclyde Happy Tots* promote breast-feeding to parents. There is further work to be done to strengthen involvement in the CLD three year plan.

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

Partners work well together to improve the quality of services across the learning community. Self-evaluation is leading to improvement. Learning programmes for young people delivered by CLD staff are well planned and evaluated. Programmes are linked to local priorities and Curriculum for Excellence. CLD staff are very well supported to develop self-evaluation approaches. There is a clear expectation that they effectively plan for improvement. Locality planning through the SOA is taking shape. Partnership working is leading to more efficient deployment of resources, for example within the context of Community Safety. Partners involved in the Inverclyde Regeneration and Employability group effectively plan and report progress to the Inverclyde Alliance. Third sector organisations regularly review the impact of their programmes and there are strong links to the SOA. CVS Inverclyde were awarded a Business Excellence Award by Quality Scotland. Partners supporting IYouth Zone are positively impacting on the development of the service. CLD staff work with Ocean Youth Trust to provide SQA courses. They have well-developed partnerships with both local secondary schools. Partnership approaches to the *Let's Get Cooking* initiative is leading to increased referrals to other agencies and less duplication. Partner collaboration and delivery of health and well-being courses is clearly improving what is on offer to learners.

Training and staff development is strong across the learning community. Volunteers are well supported and many progress to other learning and employment. The Scout Association are improving what they offer following safeguarding training. Questionnaires completed by participants involved in *Your Voice* lead to changes in practice. Teachers and youth workers trained in the delivery of Award Scheme Development and Accreditation Network (ASDAN) courses are now offering more courses for young people. Community Council's report increased awareness of planning processes following participation in training from 'Planning Gain Scotland'. CLD staff are committed to improving their practice through regular team meetings and a planned approach to Continuing Professional Development. Staff are now more confident as a result. Capturing the impact of use of the Inverclyde Life

website would help partners better plan their responses. Joint planning to help learners progress into college courses would be beneficial.

This inspection of learning and development in the learning community surrounding Clydeview Academy found the following key strengths.

- Strong commitment from partners and staff who are targeting resources effectively.
- Early intervention to address health & well-being issues that is having a positive impact.
- Investment in staff development is leading to a cycle of continuous improvement.
- Strong partnerships and pathways through sport.
- Innovative work with hard to reach and marginalised groups being empowered to drive change.

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

- Partners should continue to consolidate the development of the CLD three year plan.

4. What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the learning community's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further. As a result we will work with the learning community and education authority in order to record and share more widely the innovative practice.

Sheila Brown **HM Inspector**
24 March 2015

Quality indicators help CLD providers, partners 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 publication *How Good is Our Community Learning and Development?* (HGIOCLD?). These were revised and updated in 2012. Updated versions can be found at http://www.educationscotland.gov.uk/inspectionandreview/about/cldinspections/guid_ance.asp

Education Scotland evaluates four important quality indicators to help monitor the quality of learning communities across Scotland. Here are the results for the learning community surrounding Clydeview Academy.

Improvements in performance	very good
Impact on participants	excellent
Impact on the local community	very good
Improving services	very good

This report uses the following word scale to make clear judgments 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

A copy of the full report is available on the Education Scotland website www.educationscotland.gov.uk.

Sheila Brown
HM Inspector
24 March 2015