

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

2 pm, Monday, 9 June 2014

### Inspection of the learning community surrounding Liberton High School

#### Links

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<b>Single Outcome Agreement</b>	SO3

#### **Gillian Tee**

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# Executive summary

## Inspection of the learning community surrounding Liberton High School

### Summary

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- The publication in 2012 of the Strategic Guidance for Community Planning Partnerships: Community Learning and Development moved the focus of Learning Community Inspections to two key drivers:
  - improved life chances for people of all ages, through learning, personal development and active citizenship; and
  - stronger, more resilient, supportive, influential and inclusive communities

The guidance provides a clear statement that the purpose of community learning and development (CLD) is to empower people, individually and collectively, to make positive changes in their lives and in their communities through learning. The inspection of learning communities replaced the inspection of local authority community learning and development services in 2008.

- This approach was designed to better recognise the increased integrated partnership working between departments in local authorities, and with other agencies and organisations. Inspection reports evaluate learning community provision from all agencies and organisations, including schools and the voluntary sector. CLD lead the Learning Community inspection but the process places a strong emphasis on partners' joint self-evaluation through their use of appropriate quality frameworks including 'How good is our community learning and development? 2' (2006).
- A Learning Community seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable children, young people and adults to achieve to their full potential. Learning communities use learning to build community capacity, to promote social cohesion, social inclusion, regeneration and economic development.
- Concurrently with inspections of all non-denominational secondary schools, a team will inspect and report on the impacts and outcomes in the Learning Community. Within the scope of the 2012 national Strategic Guidance, this will include approaches to prevention and early intervention, family learning, skills development work in community settings and work to improve literacy, numeracy and health and wellbeing. There is a focus on CLD partners' contribution to Curriculum for Excellence in relation to both broad general education and the senior phase. The Learning Community is defined by the catchment area of a

secondary school. A separate, but concurrent report, is produced for the learning community.

- The inspection process also provides Education Scotland with the opportunity to gather evidence on the implementation of the Strategic Guidance across local authorities, collate and compare CLD (Learning Community) inspection reports for all communities across Scotland. These inspections take account of the contributions made to these communities by CLD, 3<sup>rd</sup> sector partners, specialist provision, early years, schools and other council services.
- This report (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

## Recommendations

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The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the community learning and development partners should continue to improve the learning community.

## Measures of success

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The report identified the following key strengths:

- effective parenting programmes which focus on prevention and early intervention;
- neighbourhood partnerships that increase life chances; and
- strong partnerships are increasingly supporting young people to progress into positive destinations through Activity Agreements.

## Financial impact

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There are no financial implications contained in the ES report.

## Equalities impact

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There are considered to be no infringements on the rights of the child.

Tracking of participant performance by gender, Black Minority Ethnic (BME) and disability is undertaken at community level and there are no adverse impacts.

## Sustainability impact

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None.

## Consultation and engagement

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All Stakeholders contribute to a Learning Community Self Evaluation that is submitted to inspection team. Participants/staff are engaged by inspectors at service delivery and all contributions are noted and fed into the Inspection process.

## Background reading / external references

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<http://www.educationscotland.gov.uk/inspectionandreview/reports>

### Gillian Tee

Director of Children and Families

### Links

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<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	1. Inspection report 2. Evaluations

**Inspection of the learning community  
surrounding Liberton High School  
The City of Edinburgh Council  
11 March 2014**

## 1. Context

Community learning and development (CLD) partners within the area of Liberton High School were inspected by Education Scotland during January 2014. 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. We looked at some particular aspects of recent work which were identified by partners including:

- empowering communities;
- work with parents, including family learning; and
- widening achievement and progression to positive destinations for young people.

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

Liberton Learning Community partners have a good knowledge of the needs of the learning community area. The adoption of a “Team around the Cluster” approach by the Children’s Services Management Group (CSMG) is helping take forward the “Getting It Right for Every Child” (GIRFEC) agenda. This is resulting in improved outcomes for children and young people. Partners are making better use of data to set targets and plan to improve learning. The Liberton Gilmerton Neighbourhood partnership (LGNP) has well-developed processes to analyse data and monitor these against outcomes. LGNP regularly reports progress against set targets to both its board and the public. There is some good targeting of priority groups such as parents in need of support, young people, and English for speakers of other languages (ESOL) learners. The “*Youth Talk*” initiative has been effective in engaging with young people locally. The CLD service is improving the use of performance information to track learners. All S1 pupils at Liberton High School are progressing well with regard to the Junior Award Scheme Scotland (JASS) having all completed the Adventure Section. Twenty Five young people have completed the Sports Leadership Award. As a result of coaching qualifications gained young people are progressing to paid employment. Young people from Liberton High School regularly volunteer in the local community. The impact of volunteering across the learning community could be better captured. Further work is needed to gather and interpret trend information in youth work and adult learning. Outwith school there is scope to further increase accreditation opportunities for young people.

Well-coordinated parenting opportunities and programmes such as Baby Massage, Parents Early Education Partnership (PEEP), Parent and Toddlers, and Raising Children with Confidence are on offer locally. These programmes are helping to increase the skills of parents and is improving communication with their children. Targeted family learning in local primary schools is resulting in increased engagement by parents with the school. As a result of effective Post-16 learning and employability support young people are developing increasing confidence and

self-esteem. The area has one of the highest levels of youth unemployment in the city. As a result positive post school destinations are low in number. However the Gracemount Activity Agreement Hub increasingly supports young people to progress into positive destinations. There is need to continue to build on this good practice to ensure figures improve. Post-school transition planning with Liberton High School is structured. High quality partnership working between the CLD youth worker and Liberton High School supports young people with additional support needs to be active participants. Young people benefit from wider achievement opportunities such as the JASS and PX2 programmes. Dunedin Canmore Youth Projects steering group has a clear understanding of impacts and outcomes. As a result, young people attending the Gracemount Activity Agreement Hub are better able to articulate their own needs, learning outcomes and achievements. Young people are actively engaged in local decision making through groups such as LGNP “Youth Talk” and Liberton High School pupil council.

A wide range of local community projects offer very good opportunities for adults, including older residents, to reduce isolation and maintain positive health and wellbeing in the community. Adult learners apply improved literacy and numeracy skills in other parts of their daily lives. Quality learning opportunities are increasing the integration of adults and children with ESOL in the community. ESOL learners are gaining in confidence, speaking English more fluently and progressing to further training or employment. Older learners enjoy better use of social media as a result of improved information technology (IT) skills. Few fathers are accessing local parenting and family learning opportunities. Junior youth club programmes could articulate better with Curriculum for Excellence.

Community groups are active with confident and skilled representatives. Committed volunteers operating within community centre management groups impact positively on the community. They deliver inclusive services that positively impact on lives. Moredun Community Centre delivers much valued services for the elderly and local community at little additional cost to the Council. In addition to addressing social isolation they have been successful in addressing local concerns regarding community policing. Community groups are ambitious for the area and are working to create new developments to meet more community needs. Cameron House Community Centre and the Prestonfield in Bloom Gardening Club are working to improve the local environment through the creation of a community orchard. Participants in the Gilmerton Neighbourhood Forum successfully campaigned to improve road safety at a local street junction. Gilmerton Community Centre Management Committee fund, and staff a group for adults with additional support needs. Members of the recently established Inch and Gilmerton Community Council are enthusiastic and inclusive.

LGNP is well organised. It builds effectively on existing structures from the previous South Edinburgh Partnership. Good arrangements are in place for engaging with the local community. The “*Youth Talk*” initiative organised through LGNP is making a strong contribution to involving young people in the design and delivery of local services. Over 600 young people from local high schools were initially canvassed. As a result, groups of young people have led and organised litter picks in the area to improve the environment. Youth providers report that young people are now viewed much more positively, are more articulate and are taking more responsibility. The

“Moredun on Tour” girls group successfully established Friday night youth work provision locally. The groups’ effort and success was highly commended in the recent City of Edinburgh Council’s Children and Families awards. Networking between local community centre management groups could be improved. Centre management committees are unclear about current agreements they hold with the City of Edinburgh Council. Agreements are not outcome focused. Centre management committees could be more effectively engaged in local neighbourhood planning structures.

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

Effective partnership structures operate across the learning community. The LGNP, its subgroups, Liberton High School and the Activity Agreement Hub offer good examples of local partnership working that is making a difference. The “Team around the Cluster” approach is emerging as a useful partnership forum. Through LGNP strong neighbourhood planning structures are in place. Community consultation events such as “Youth Talk” are well supported. Partners are following up on pledges made. CLD staff and partners have good access to training and development. This is helping to improve practice. Staff are well supported by managers to progress their learning and qualifications, in some cases, such as staff from Dunedin Canmore up to degree level. A modern apprenticeship post has been created through the Edinburgh Guarantee. Joint training around GIRFEC is leading to a single child plan and less duplication. CLD staff are using the agreed system for planning and evaluation more consistently and Dunedin Canmore Youth Projects are making good use of self-evaluation.

CLD staff now need to adopt a stronger focus on outcomes that are measurable and achievable. Further work is needed to better develop and embed the national Curriculum for Excellence guidance. This applies to both CLD staff and partners. There is scope to further improve self-evaluation within and across partners. Opportunities for extending learning and developing practice beyond Edinburgh would help to build on existing workforce development. CLD staff’s understanding of national strategic guidance for CLD is not yet fully embedded.

This inspection of learning and development in the learning community surrounding Liberton High School found the following key strengths.

- Effective parenting programmes which focus on prevention and early intervention.
- Neighbourhood partnerships that increase life chances.
- Strong partnerships are increasingly supporting young people to progress into positive destinations through Activity Agreements.

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

- Further develop outcome-focused planning and evaluation with partners.
- Develop a better understanding of national CLD priorities and practice elsewhere.
- Better engage community centres in local neighbourhood planning.

#### **4. What happens at the end of the inspection?**

The inspection team was able to rely on the self-evaluation provided by the learning community. Partners 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.

Stewart Maxwell  
**HM Inspector**  
11 March 2014

Additional inspection evidence, such as details of the quality indicator evaluations, for this learning community can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/communitylearninganddevelopment/LibertonHighSchoolLCEdinburgh.asp>

If you would like to receive this report in a different format, for example, in a translation you can contact the administration team on 01506 600381.

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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/Images/LearningCommunitybriefingnote1113\\_tcm4-684959.pdf](http://www.educationscotland.gov.uk/Images/LearningCommunitybriefingnote1113_tcm4-684959.pdf)

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 Liberton High School.

<b>Improvements in performance</b>	<b>good</b>
<b>Impact on participants</b>	<b>very good</b>
<b>Impact on the local community</b>	<b>very good</b>
<b>Improving services</b>	<b>good</b>

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](http://www.educationscotland.gov.uk).

Stewart Maxwell  
HM Inspector  
11 March 2014