

# 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 Trinity Academy

<b>Item number</b>	5.4
<b>Report number</b>	
<b>Wards</b>	Ward 4: Forth Ward 5: Inverleith Ward 12: Leith Walk Ward 13: Leith

#### Links

<b>Coalition pledges</b>	PO5
<b>Council outcomes</b>	CO2
<b>Single Outcome Agreement</b>	SO3

#### Gillian Tee

Director of Children and Families

Contact: David Bruce, Senior Education Manager (Community Services)

E-mail: [david.bruce2@edinburgh.gov.uk](mailto:david.bruce2@edinburgh.gov.uk) | Tel: 0131 469 3795

# Executive summary

## Inspection of the learning community surrounding Trinity Academy

### 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:

- partnerships that are improving the life chances of children, young people and families;
- clear focus on improving health and wellbeing and employability;
- early years and family learning programmes;
- partnership approaches supporting young people into positive destinations;
- active and vibrant community organisations who are influencing, designing and delivering local services; and
- highly skilled and motivated staff and volunteers making a real difference to improving lives and communities.

## 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
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<b>Single Outcome Agreement</b>	SO3
<b>Appendices</b>	1. Inspection report 2. Evaluations

**Inspection of the learning community  
surrounding Trinity Academy  
The City of Edinburgh Council  
11 February 2014**

## **1. Context**

Community learning and development (CLD) partners within the area of Trinity Academy were inspected by Education Scotland during December 2013. 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:

- early intervention and family learning programmes;
- supporting young people through their transition into positive destinations; and
- partnership approaches with the school.

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

CLD partners are working well together and increasing their focus on early intervention and prevention. Work with parents and family learning programmes are improving life chances and securing wellbeing. Partners including early years staff, health visitors and midwives are working in partnership to promote health literacy. The Pregnancy Café, part of the Bumpstart programme, is supporting parents very effectively and promoting peer support. Parents involved in a wide range of family learning programmes are feeling less isolated and have been able to access other learning opportunities in the community. Parents participating in a scrapbook programme are building better relationships with their children, developing literacy skills and supporting them in their learning.

CLD partners are coordinating and delivering high quality and effective programmes for children and young people and are making progress in linking these to national Curriculum for Excellence guidance. Programmes are increasingly targeted to ensure that health and wellbeing and employability are improving. The Junction is helping young people make positive choices in their lives through providing access to accessible support, counselling and advice. Granton Youth Centre, in partnership with others, builds positive and trusting relationships with the young people they engage with through Streetwork programmes. The Citadel Youth Centre provides a wide range of effective programmes including a Young Mums Group. Young women are continuing to engage in learning and are building their employability skills. They are developing skills in peer mentoring and providing support and encouragement to each other. The Citadel Youth Centre provides a very effective volunteer programme that is helping young people to make a positive contribution to their communities and progress onto further training and employment.

Partners are working well together to support young people into positive post school destinations through the 16+ Coordinating Group. The number of young people accessing positive destinations is increasing with many benefiting from Activity

Agreements at the Citadel Hub. Young people are achieving, developing their life skills and contributing more effectively to their communities as a result of their participation in Activity Agreements. Young people participating in a range of programmes are accessing and achieving success in accredited programmes including The Duke of Edinburgh's Award, Dynamic Youth Awards and Saltire Awards. The uniformed organisations provide very good opportunities for young people in the area, developing their life skills and promoting achievement. Partnership with the secondary school includes effective support for those young people facing barriers in their learning. The Jobs, Education and Training (JET) programme offers an identified group of young people flexible pathways which are leading to employment. CLD partners recognise that partnership approaches to Curriculum for Excellence could be further developed to support young people in their learning, particularly in planning for their post school transition. Although accredited opportunities are increasing, CLD partners do not gather or share information on young people's achievements across the learning community. A range of adult learning opportunities is provided through the Leith Adult Learning Network. English for speakers of other languages (ESOL) provision offers a range of programmes including family learning. Learners are becoming more engaged in their children's learning and are better able to support their children in their transition to primary school.

Within the learning community, community organisations are shaping and delivering local services. They are becoming more actively involved in important decisions regarding budgeting and grants through *Leith Decides*, a neighbourhood partnership initiative. The Trinity Community Council plays an important role in the local community involving local adults and young people in work to improve local parks and community gardens. Wardie Residents Association deliver a range of sports and recreational activities that are inclusive of older people. This is supporting their health and wellbeing and reducing social isolation. Fort Community Centre Management Committee are working towards gaining a gold award as a Health Promoting Centre. They work well with the neighbouring early years centre to promote a wide range of opportunities for children and families.

There have been significant changes to housing in the local area and local community planning would be further supported by a clearer identification of local needs. The Neighbourhood Partnership structure provides good opportunities for further engagement of local people in decision making and increasing their influence in local community planning developments. CLD partners need to look at how they can provide effective training and support to maximise their contribution. The use of information and communications technology is under developed and could help enhance learning and support particularly in relation to the impact of Welfare Reform. The gathering of performance data does not fully capture the impact of partnership working across the learning community. This makes it difficult for partners to plan for improvement and assess trends.

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

Services are beginning to integrate well in the delivery of programmes for parents and families. Partnership agreements are leading to better joint planning and shared self-evaluation in family learning programmes. Locality planning structures including the Neighbourhood Partnership and North Children's Services Management Group (CSMG) are supporting the delivery of community planning priorities. The CSMG has delivered important multi-agency training in Getting it right for every child (GIRFEC) which has supported CLD partners to develop this approach in their work. Staff and volunteers across the learning community are highly skilled and able to access a range of high-quality professional learning opportunities. The training delivered on the impact of parental alcohol misuse provides a good example of multi-agency training which has had a positive impact in improving awareness and practice. Partnership networks including the local youth services network are strengthening joint working, coordination of provision and identification of training needs to improve practice. All partners demonstrate a strong commitment to tackling inequality and closing the opportunity gap in their work.

Approaches to self-evaluation are embedded in the practice of almost all staff and volunteers. Participants are actively engaged in self-evaluation processes through a range of methods including the effective use of social media. CLD partners now need to look at how they can develop further joint approaches to planning, self-evaluation and supporting improvement. The LOMIS management information system is used well by local authority CLD staff but this does not fully capture the impact of partnership working in improving life chances and securing wellbeing across the learning community.

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

- Partnerships that are improving the life chances of children, young people and families.
- Clear focus on improving health and wellbeing and employability.
- Early years and family learning programmes.
- Partnership approaches supporting young people into positive destinations.
- Active and vibrant community organisations who are influencing, designing and delivering local services.
- Highly skilled and motivated staff and volunteers making a real difference to improving lives and communities.

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

- Improve approaches to gathering and making use of performance data across partners.
- Enhance partnership working and sharing information across CLD partners and the school to further support young people achieve success.
- Strengthen the influence of the community, including young people in local and wider decision making.



- Build on approaches to joint planning and shared self-evaluation across partners.

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

The inspection team was able to rely on the high quality self-evaluation provided by the learning community. Partners have a good understanding of their strengths and areas for improvement and communities are achieving well. As a result we have ended the inspection process at this stage.

Anne Gibson  
**HM Inspector**  
11 February 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/TrinityAcademyLCEdinburgh.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 Trinity Academy.

<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).

Anne Gibson  
HM Inspector  
11 February 2014