

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday, 9 March 2015

Inspection of the learning community surrounding Craigroyston Community High School

Item number	5.3
Report number	
Wards	Ward 4: Forth Ward 5: Inverleith

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

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Executive summary

Inspection of the learning community surrounding Craigroyston Community High School

Summary

- 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, 3rd 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

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

The report identified the following key strengths:

- strong focus on prevention and support for families and children;
- breadth and range of voluntary sector contribution to the learning community;
- Total Craigroyston is having a positive impact on partnership working across the area and improving outcomes for learners;
- improvement in key indicators such as attainment, children's and young people's literacy and numeracy, positive destinations and reducing school exclusions; and
- increasing number of opportunities delivered by local people that are creating positive role models.

Financial impact

There are no financial implications contained in the ES report.

Equalities impact

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

None.

Consultation and engagement

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

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

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Director of Children and Families

Links

Coalition pledges	PO5
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Single Outcome Agreement	SO3
Appendices	1. Inspection report 2. Evaluations

**Inspection of the learning community
surrounding
Craigroyston Community High School
The City of Edinburgh Council
20 January 2015**

1. Context

Community learning and development (CLD) partners within the area of Craigoyston Community High School were inspected by Education Scotland during 3-7 November 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. The inspection also included a focus on culture and sport as part of a pilot agreed with the authority.

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

Partners are working well to improve learning opportunities and increase life chances. Disadvantaged groups are targeted well by partners. Reductions in exclusions and improved attainment at Craigoyston High School is helping young people to achieve better. Post school destinations are also improving. Literacy and numeracy levels in primary schools are showing positive trends. The 'Total Craigoyston' approach is leading to improved partnership working. Providers respond to community need and develop appropriate responses. The recent increase in anti-social behaviour is an example of this. Participation in CLD activity is increasing in most measures. There are significant increases in work with under 12's as a result of local demand for out of school care. Participation in adult literacy work has reduced in the last year although there were increases in the previous year. Greater coordination of the range of youth accreditation across partners would help ensure young people are appropriately signposted. There is not yet a clear picture of learning opportunities across the area for adults, community activists and older people. Further monitoring of individual progression would help capture distance travelled by learners.

Support in Time meetings under the auspices of Total Craigoyston are better addressing the needs of children through improving multi-agency assessment. Earlier interventions with families are beginning to bear fruit. The Active Schools programme is making a positive impact on the health and wellbeing of young people. The '*Ease into Exercise*' programme, although in its early stages is starting to engage people with long term health conditions. Increasing numbers of young people are participating in youth football through the *Spartans Community Football Academy*. Screen Education engages good numbers of young people in film making. A few participants are progressing to study at the British Film Making Academy programme. The *LicketyLeap* project engages hard to reach families in drama. Cultural partners recognise that they now need to strengthen links between them in order to identify gaps in provision and help measure their collective impact. Greater use of data relating to crime and community health would strengthen the impact that partners are having.

Young people across the learning community achieve well through a range of good quality programmes. Those involved in the Academy Ambassadors' programme are gaining employability skills. Projects such as *Tomorrow's People* and *Community Renewal* work effectively with young people furthest from the labour market. Several young people are progressing to employment and increasing life chances. CLD staff are working well with hard to reach young people and helping them access employment. *Muirhouse Youth Development Group* is helping young people to gain qualifications and improve employability. Young volunteers trained as part of the *Street Games Network* are now delivering street activities to others. Screen Education supports young people into positive destinations and is increasing their confidence in a range of settings. *Licketyspit Theatre Group* is inspiring children and young people to perform. Members of the Youth Forum are now more confident speaking to adults and are able to develop an argument for improving their community. Opportunities to learn new sports and develop skills is available through *Open All Hours* provision at a local leisure centre. However, it is not clear what impact this is having on young people. Developing more joined-up approach to sports and physical activity would provide clearer pathways for young people to progress.

Adults attending singing and walking groups at Pilton Community Health project are improving their health and wellbeing. Many feel they are now less isolated in the community. English Speakers of Other Languages and literacy learners at *Pilton Equalities Project* (PEP) are improving basic skills, spoken English and are progressing to volunteering. PEP volunteers gained the Clydesdale Bank Spirit of the Community award in 2013. Parents supported through the *Preventative Opportunities Programme* are improving confidence and relating better to their children. Members of the 'Talk Scotland' group at the Prentice Centre learn about Scots culture and write their own poetry. Adults attending classes at Craigroyston High School are becoming more confident and feel healthier. A few progress to certificated courses. Members of the Timebank choir are improving mental health and dealing better with stress. A good range of parenting groups operate in the learning community including Parents Early Education Partnership (PEEP) and *MyChild*. Many parents are reporting significant impacts on their parenting skills as a result. The 'Canny Cook' project is helping to improve cookery skills. Young parents at *Stepping Stones* are using techniques learned in other settings and a few parents attending the *Haven Project* are improving literacy skills. A more joined-up approach to identifying the needs of adult learners across the area would be beneficial.

Community organisations are strong and vibrant across the learning community. There is a strong tradition of community activism going back many years. As a result most community facilities and buildings are of a high quality. *Pilton Central Association* have a long tradition of community activism. They currently run a local thrift shop and provide accommodation for the *North Edinburgh News*. Organisations such as PEP build individual and community capacity very well. They provide good opportunities for volunteering and provide programmes specifically designed to reduce social isolation and promote wellbeing. Their extensive community transport service provides a high quality service to older people and those with disabilities. Cultural developments are helping local people to develop programmes and services. The *Muirhouse Grows* project and *North Edinburgh Arts* encourage participants to engage with community arts and improve their community.

Local people at Link Up are leading a range of activities including photography and art. The *North Edinburgh Social History Group* that is supported effectively by CLD staff produced a book detailing seventy years of activism that led to the formation of an action group, *North Edinburgh Fights Back*. Their publication, 'never give up' is used by both Edinburgh and Glasgow Universities in lectures on activism and community development.

The Youth Forum effectively promotes the voice of young people in the area. They are running play schemes, designing board games and contributing to local campaigns including *North Edinburgh Fights Back* and community councils. They make very good use of social media to gauge the views on young people. *Stepping Stones* supports young parents well to become involved in their community through the Parent Forum. *North Edinburgh Timebank* enables local people to volunteer and help others in the community. They then access help when they need it. The initiative has led to the development of new services such as the *Timebank Choir* and play out days for families. There are good opportunities for volunteering across the learning community. However, there is scope for this to be more joined-up to ensure that the value of volunteering is recognised and celebrated. There is also potential to maximise knowledge, skills, expertise and local training opportunities.

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

Across the learning community, partners work very well together. Partners in Total Craigroyston respond well to assessed needs and issues in the community. This is leading to improvement. Total Craigroyston facilitates a good range of training and professional development. A wide range of agencies are participating and practice is improving as a result. The Youth Forum are accessing a wide variety of training to strengthen their skills and knowledge. Services are beginning to be more joined-up. There is potential to widen joint professional training to reflect emerging national priorities such as Curriculum for Excellence. Those working with young people are developing joint aims, for example through *Support in Time* meetings. There is a strong commitment to coordinating services and supporting families. The *Family Solutions Service* is now forging closer relationships with housing and community safety. Some partners are using self-evaluation approaches to secure improvement. PEP are using the Stitch in Time model and *Stepping Stones* involve parents in reflection and evaluation. However, this was not consistent across the learning community and there is potential to embed this further. Some partners are working towards shared outcomes. Further work is needed to ensure that this is consistent.

CLD staff plan their work using a development plan as the basis for review and reflection. A focus on early intervention and parenting is helping to focus on improving life chances. The Neighbourhood Partnership recently produced the Local Community Plan for 2014-17. The previous plan evidenced improvements to community health outreach services and for young people through Total Craigroyston. Clear outcomes, performance indicators and timescales are set by Active Schools staff. Most partners gather information from participants and understand the needs of the community, most notably Total Craigroyston. There is scope for further use of community needs analysis to help community groups plan

better together. A few partners report progress regularly to stakeholders using a variety of methods, including Facebook and websites. Sharing of practice across partners would help make this more consistent.

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

- Strong focus on prevention and support for families and children.
- Breadth and range of voluntary sector contribution to the learning community.
- Total Craigroyston is having a positive impact on partnership working across the area and improving outcomes for learners.
- Improvement in key indicators such as attainment, children's and young people's literacy and numeracy, positive destinations and reducing school exclusions.
- Increasing number of opportunities delivered by local people that are creating positive role models.

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

- Improve sharing and collection of data to measure progression across the learning community.
- Build on the model established at Total Craigroyston to improve self-evaluation across partners.
- Improve use of community needs analysis to help community groups plan for improvement.

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 an aspect 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
20 January 2015

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/CraigroystonCommunityHighSchoolc.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/inspectionandreview/about/cldinspections/guidance.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 Craigroyston Community High School.

Improvements in performance	good
Impact on participants	very good
Impact on the local community	very good
Improving services	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
20 January 2015