

Education, Children and Families Committee

10am, Tuesday, 11 June 2024

Teams Around the Learning Communities

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the progress in developing approaches to Team Around the Learning Communities including the proof of concept case studies in the Liberton and Craigmoynton learning communities. These case studies examine an integrated approach to service design and delivery within a Team Around the Learning Community model that will address poverty and related attainment gaps. This model is designed to respond to local context by aligning the work of City of Edinburgh Council services and third sector organisations in a way that removes fragmentation, duplication, maximises opportunities for effective partnerships, and delivers best value.

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Teams Around the Learning Communities

2. Executive Summary

- 2.1 This report provides an update on the progress of developing Teams Around the Learning Communities including the proof of concept case studies in the Liberton and Craigroyston.

3. Background

- 3.1 The City of Edinburgh Council's Business plan sets out a commitment to focus on three priorities; ending poverty and preventing adverse outcomes such as homelessness and unemployment, becoming sustainable and net zero city and making sure wellbeing and equalities are enhanced for all. These are aligned with the priorities set out in the Edinburgh Partnership Community Plan which were developed based on feedback from communities. The priorities, shared by all members of the Edinburgh Partnership, are that all citizens have; enough money to live on, opportunities to work, learning and training and have a good place to live.
- 3.2 The outcomes relating to ending poverty include; developing people focussed service models aimed at preventing poverty and its outcomes, reducing the poverty related attainment gap and ensuring that people can access the support they need in the place they live and work within a '20-minute neighbourhood'.
- 3.3 The Poverty Prevention Board has a remit to lead, and co-ordinate priority actions identified in the Council Business Plan with a focus on: addressing the cost of living crisis, the prevention of poverty through whole family support services and ensuring commissioning and grant activity delivers our poverty prevention priorities.
- 3.4 The work of the Poverty Prevention Board is underpinned by the following principles;
- Join up activities and programmes that have cross service dependencies
 - Improve impact by pooling resources (money and people) towards shared outcomes
 - Reduce duplication, waste, and inefficiencies
 - improve consistency of offer for people we support
 - Improve accountability and governance of poverty prevention activity
- 3.5 In November 2020, Audit Scotland published our Best Value report. A key recommendation was the need for us to align our strategic priorities within the

framework of long-term financial planning. Ensuring that our resources are allocated in a way that optimises outcomes for children and young people through a commitment to best value is fundamental to this work.

- 3.6 Whole Family Wellbeing funding is designed to support the transformational change required to reduce the need for crisis intervention and to shift investment towards prevention and early intervention.
- 3.7 The Children's Services Improvement Plan is focussed on strengthening an 'integrated front door' approach. This is a single point of access for services providing whole family support focussed on prevention, early help and asset-based community development, working across all life stages at a locality level.

4. Main report

- 4.1 The Team Around the Learning Community approach asks schools to work together, pool resources and develop partnerships that will address the impact of poverty on outcomes for children and young people. This session all learning communities conducted a needs analysis across their schools and made collective bids for equity funding to address the barriers to learning within their local area. As a result, £747,899 of funding for twenty staff was awarded to work across schools within learning communities, co-ordinating existing resources and partnerships and/or providing services. The focus of this work has included; attendance, literacy and numeracy, family support, youth work and mental health. This approach to funding learning community work will continue and be extended in 2024-25.
- 4.2 The Planning and Commissioning Team and Commercial and Procurement Services in partnership with the Education Senior Leadership Team have produced a framework of commissioned services that would facilitate compliant third party spend to address any gaps in provision within each Learning Community. The Accredited Pathways and Certified Counselling Services framework will operate from April 2024. The framework identifies the location and scope of third sector providers within each learning community and will form part of a wider asset mapping exercise that includes Connected Communities grant funded projects, externally funded voluntary organisations and City of Edinburgh Council services. This will enable Learning Communities with combined resources to develop partnerships and deliver services to improve outcomes for children and young people with poverty related barriers to their learning.
- 4.3 Team Around the Learning Community proof of concept case studies are exploring integrated service design and delivery that is developed with the community and is responsive to the needs of that community. A youth work consultation model has been developed to understand more about the lived experience of the learning communities in both Craigroyston and Liberton. This model can be delivered at scale. The analysis of the qualitative data from this consultation, alongside detailed service mapping will facilitate the initial approach to integrated service design. This service design will focus on developing an early intervention and prevention strategy using

previously siloed funding streams to achieve best value and improved outcomes for children and young people impacted by poverty.

- 4.4 In partnership with Youth Link Scotland, Lothian Association of Youth Clubs (LAYC), schools, Wider Achievement and Lifelong Learning and local organisations, a collaborative enquiry approach to consultation has been developed, focusing on a rights-based approach to improving experiences and outcomes for children and young people. In each proof of concept site, youth work and family support partners have been engaged to conduct interviews with children and young people and their families with whom they have established relationships. Focus group meetings with school staff and community partners are planned to share perspectives on the needs of children and young people as well as the challenges and opportunities of partnership working.

This partnership approach to consultation has included;

- collaborative discussions around the consultation design
- co-creation and implementation of semi-structured interviews to support conversations with young people and their families
- participation in a focus group with school, Wider Achievement and Lifelong Learning staff and community partners
- review outputs and insights from the enquiry process
- A synthesis of the qualitative data gathered, produced by Youth Link Scotland.

In addition to school and Wider Achievement and Lifelong Learning staff the Craigmoynton partners involved to date are, Muirhouse Youth Development Group, Tinderbox Collective, Pilton Youth and Children's Project, Ferrywell Youth Project, Granton Youth Project and Stepping Stones North Edinburgh. Liberton partners involved to date are Transitions Edinburgh South and Canongate Youth. This local partnership work is resourced from small grant funding from equity funding streams.

- 4.5 Initial discussions with Headteachers within the proof of concept learning communities suggest that an early intervention and prevention approach to removing poverty related barriers to attainment and achievement should consider investment in holistic whole family support with the aim of capacity building. Within these learning communities, officers are exploring how to support families access adult services. Officers are considering 'call outs' from third sector organisations looking to develop a partnership bid for Whole Family Wellbeing Funding to facilitate holistic whole family support within each learning community.

5. Next Steps

- 5.1 We will develop an integrated whole family support model and create an early intervention and prevention strategy at a learning community level. This model will be delivered by teams made up of City of Edinburgh Council services working in partnership with local third sector organisations. This approach will be in line with the approach of the 'integrated front door', a whole family support strategy being developed by a subgroup of the Children's Partnership with internal governance from the Poverty and Prevention board. This work will be brought together under the

6. Financial impact

- 6.1 Equity Funding streams will be used to develop Teams Around the Learning Communities.

7. Equality and Poverty Impact

- 7.1 All actions to improve inclusion are also driven by the need to close the poverty related attainment gap and meet the duties of the Equalities Act.

8. Climate and Nature Emergency Implications

- 8.1 As a public body, the Council has statutory duties relating to climate emissions and biodiversity.

9. Risk, policy, compliance, governance and community impact

- 9.1 A short life working group has been formed to consider and take forward the revised way of working with the aim to co-produce innovative and compliant frameworks of commissioned services for Schools and Lifelong Learning.
- 9.2 Engagement with the Community and Voluntary Sector continues to explore how we can more closely align with Place Based approaches to improve outcomes for children and families (Learning Communities and Team around the Learning Communities).
- 9.3 Views and impact were and continue to be gathered from schools by the local authority in relation to the management of resources to support equity, specifically the use of Scottish Attainment Challenge funding.
- 9.4 Views of parents/carers, families, and young people continue to be gathered by schools as part of the self-evaluation process around interventions and supports delivered to children and young people experiencing poverty-related barriers.

10. Background reading/external references

- 10.1 [Routemap and National Principles of Holistic Whole Family Support \(www.gov.scot\)](http://www.gov.scot)

11. Appendices

N/A