

CLACKMANNANSHIRE COUNCIL

Report to: People Committee

Date of Meeting: 14 March 2019

Subject: Community Learning and Development in Clackmannanshire Council
- HMIE Inspection Report, January 2019

Report by: Mary Fox – Team Leader Education Community Learning and
Development

1.0 Purpose

1.1 To present the outcome of the HIME Inspection of the Community Learning and Development in Clackmannanshire – Alloa South East Area (January 2019).

2.0 Recommendations

2.1 It is recommended that the People Committee note and comment on the findings of the report, the key strengths and areas for improvement recorded therein. (Appendix 1)

3.0 Considerations

- 3.1 Community Learning and Development (CLD) was inspected in October and November 2018 by Education Scotland. The inspection looked at the quality of strategic leadership and the CLD provision in the Alloa South East area. In addition to Education CLD, the inspection looked at how CLD was being delivered by partners and across the Council's services.
- 3.2 The inspection team looked at how partners are contributing to current and evolving national policy objectives such as closing the poverty-related attainment gap, prevention, reducing social isolation, tackling health inequalities and empowering communities.
- 3.3 The re-structuring of the Council is leading to a clearer focus on improvement for CLD. The role of Improvement Outcomes Managers is helping to identify and drive improvement across a range of services. Whilst in the past CLD may not have featured in improvement priorities, there is a clear sense of shared direction moving forward.

- 3.4 Elected members are supportive of the work of CLD.
CLD work features in both the Local Outcomes Improvement Plan and the Council's Corporate Plan. Senior leaders set out a clear vision for CLD that is embraced by staff and partners.
- 3.5 Whilst the number of CLD staff in the core team has reduced, new ways of working are leading to more focussed delivery on key priorities. Staff employed through new funding streams is leading to better alignment with key policy drivers such as raising attainment and improving positive destinations for young people. There is also a strong focus on targeting support to families in SIMD1 and 2 which is starting to bear fruit.
- 3.6 Key strengths in the report were:
- Improved leadership and direction of CLD
 - Inclusive, skilled community organisations improving lives
 - Well targeted bespoke provision for young people
- 3.7 The following areas for improvement were agreed with the inspectors:
- Improve shared self-evaluation and performance monitoring
 - Include community voice in planning structures at all levels
 - Build on plans to improve adult and family learning
- 3.8 HM Inspectors will monitor progress through regular contact with the local authority and will discuss the most appropriate support in order to build capacity for improvement.
- 4.0 Financial Implications**
- 4.1 N/A
- 5.0 Sustainability Implications**
- 5.1 The paper has no sustainability implications.
- 6.0 Resource Implications**
- 6.1 N/A
- 7.0 Exempt Reports**

7.1 Is the report exempt? No

8.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box)

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all

Our families; children and young people will have the best possible start in life

Women and girls will be confident and aspirational, and achieve their full potential

Our communities will be resilient and empowered so that they can thrive and flourish

The Council is effective, efficient and recognised for excellence

(2) **Council Policies** (Please detail)

Not applicable.

9.0 Equalities Impact

9.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

No

10.00 Legality

10.1 It has been confirmed that in adopting the recommendations contained in this report, the council is acting within its legal powers.

Yes.

11.0 Appendices

Appendix 1

Community Learning and Development in Clackmannanshire Council – Alloa South East Area (21 January 2019)

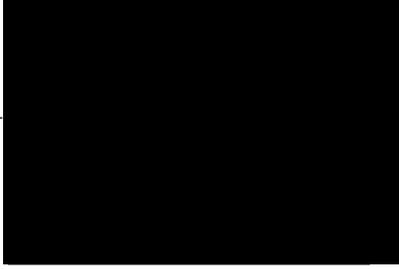
12.0 Background Papers

N/A

Author(s)

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Approved by

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Community learning and development in Clackmannanshire Council

21 January 2019

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1. Context

Community learning and development (CLD) partners within Clackmannanshire Council and the area of Alloa South East were inspected by Education Scotland during October 2018 and November 2018. During the visit Education Scotland staff talked to children, young people, adults and community organisations. We worked closely with local CLD managers, CLD providers, partners, paid staff and volunteers. We wanted to find out the quality of the strategic leadership of CLD and the quality of CLD provision in the area. We also looked at how well paid staff and volunteers are developing their own practices and building capacity. We looked at how partners are contributing to current and evolving national policy objectives such as closing the poverty-related attainment gap, prevention, reducing social isolation, tackling health inequalities and empowering communities.

2. How good is the strategic leadership of community learning and development?

Strategic leadership of CLD is improving. Following a period of restructuring the CLD offer is now clearer and more transparent. The CLD approach is valued by senior officers and elected members. CLD visions, values and aims are embraced by a wide range of staff and partners across the authority. CLD work features in both the Local Outcomes Improvement Plan (LOIP) and the council's Corporate Plan. Senior leaders set out a clear vision for CLD that is embraced by staff and partners. This is leading to a re-appraisal of CLD priorities and in some cases moving away from traditional areas of work. The recent Columba 1400 programme is enhancing leadership capacity for staff and communities. Partnership working with schools is improving. Headteachers and others clearly value the work of CLD, for example, in terms of contributing to improving post-school leaver destinations. Clackmannanshire third sector interface (CTSi) makes a strong contribution to CLD work across Clackmannanshire. Increasing numbers of local residents are volunteering and more young people are gaining Saltire awards. However, governance of CLD is not yet sufficiently clear. Further changes to Community Planning Partnership structures may impact on this and it will be important to ensure continuity. Similarly, there is scope to strengthen coherence between the range of plans such as the LOIP and the CLD plan for 2018-21. A cycle of self-evaluation across partners would also help develop joint approaches. Whilst there is good representation of third sector organisations, community groups and activists could be more involved in strategic decision-making structures.

CLD staff and volunteers are well supported to carry out their roles. Almost all have access to appropriate training and development and are positive about ongoing support and performance review. CLD staff are now more outward looking, learning from practice across Scotland. The investment in workforce development and training is starting to pay off. CLD staff are motivated and feel valued. CTSi regularly distribute training and development opportunities to a wide range of partners. Monthly Community Breakfasts are well attended, supporting third sector and community organisations to improve their services. Home Start volunteers benefit from a well-designed training programme. Whilst almost all staff and volunteers participate in mandatory training, some would benefit from further training on adult support and protection.

3. How good is the learning and development in this community?

CLD partners are starting to improve outcomes for local people across Alloa South East. The work of the CLD service is more targeted than in the past. This is enhancing the lives of young people and their families. Almost all young people engaging with Clacks Works are achieving their agreed targets and more English for speakers of other languages (ESOL) learners are progressing on to further education. Almost all CLD staff are improving how they use the data and clearer systems are in place for reporting. However, they are not yet at the stage of being able to produce trend information for a three year period. This makes it difficult to track longer-term impacts. CLD interventions are increasingly targeted at those most in need, for example, young people less likely to have a positive destination on leaving school. Although this is improving significantly in Alloa Academy, it is currently for one year only. Jointly capturing and tracking performance in relation to young people's achievements would be beneficial. CLD performance is reported regularly against key priorities, although targets in the CLD Plan could be improved to ensure that measures are robust and shared. Increasing numbers of young people are participating in Activity Agreements, youth groups and Timebank. However, in adult learning and ESOL programmes there is a more mixed picture of performance. Partners recognise that capturing the overall picture of volunteering would be beneficial.

Community groups across Alloa South East are confident skilled and active. Most are well supported by CTSi and other CLD partners. The Wimpy Park Community group are ambitious with a clear vision for the development of the local area. They consult the local community effectively, leading to a strong sense of community pride. The Recovery Café provides a good range of programmes for those trying to recover from addiction. This builds social networks and supports wellbeing. Several community groups are influencing the development of services in Alloa. Hawkhill Community Association delivers a wide range of inclusive services based on identified need. This is helping to reduce social isolation and contributes to improved health and wellbeing. Similarly, the Men's Shed provide a platform for involvement in community activity. Participants are more active and engaged with many increasing in confidence and progressing to other activities. However, partners now need to improve community voice in decision-making. Whilst the views of residents are sought, there is scope to include them further as equal partners. A few smaller community organisations would also benefit from further support around asset transfer and identifying funding sources. Several local organisations in Alloa including Sauchie Activ 8, The Community House, Play Alloa and Home Start are well organised and inclusive. They work hard to ensure that barriers to participation are overcome. Partners make good use of social media to engage with local residents. High numbers of local residents regularly use Facebook to keep in touch with developments.

Young people are active in their local community. The Youth Council are using the recent 'Have Your Say' survey that attracted over 1300 responses to design their Youth Manifesto. Youth Council members are starting to influence change, meeting regularly with senior officers and elected members. Young people at Alloa Academy contribute to their community through a range of leadership programmes. Anti-bullying work is starting to influence how schools respond to cyber-bullying. Young people in the Lesbian, Gay, Bi-sexual, Transgender and Intersex (LGBTI) group contribute to the work of LGBTI Youth Commission for Scotland.

Across South East Alloa learners are well supported to progress their learning. Most learning programmes are well designed. The ESOL homework group effectively supports young Syrian women and the School Wider Access Programme develops readiness for learning through music and cookery. CLD youth work provision is well targeted to those most in need. Flexible Learning

Solutions provide an adaptable programme for young people leading to accreditation and progress to other learning. Almost all young people on Activity Agreements are developing life skills and gaining confidence and experience. Relationships between staff and young people are positive and this is enhancing the learning offer. Clackmannanshire Schools Support Service provides flexible tailored learning for young people to meet their needs. Regular celebrations take place through annual award ceremonies. Those attending Clacks Works engage well with key workers, progressing their learning through individual learning plans. Learner pathways between school, CTSi and Forth Valley College is helping young people achieve. As a result young people express raised aspirations that help them to move on to positive destinations after school. Further work to track and monitor young peoples' achievements between schools and CLD partners would enhance the learning offer. Whilst the picture for young people is strong, there is more to do to ensure the learning offer for adult learners is clear. There are plans to improve both the adult and Family Learning offer although these are not yet in place. However, a few community groups are providing adult learning opportunities. Hawkhill Community Association provide good range of learning programmes including first aid training and a job club and Fair Start delivers effective support for those at risk of long-term unemployment. Learners are gaining life skills and a few are moving on to volunteering. Syrian learners in ESOL programmes are achieving well and reducing language barriers and loneliness.

What is the capacity of the local authority and CLD partners to further improve?

This inspection of CLD in Clackmannanshire Council found the following key strengths.

- Improved leadership and direction of CLD.
- Inclusive, skilled community organisations improving lives.
- Well targeted bespoke provision for young people.

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

- Improve shared self-evaluation and performance monitoring.
- Include community voice in planning structures at all levels.
- Build on plans to improve adult and family learning.

4. What happens at the end of the inspection?

There are some improvements needed, but partners have a good understanding of their strengths and areas for improvement, and communities are achieving well, we have ended the inspection process at this stage. We will monitor progress through our regular contact with the local authority and will discuss the most appropriate support in order to build capacity for improvement.

Sheila Brown
HM Inspector
21 January 2019

Quality indicators help CLD providers, partners and inspectors to judge what is good and what needs to be improved. You can find these quality indicators in the publication [How good is the learning and development in our community?](#)

Education Scotland evaluates four important quality indicators to help monitor the quality of CLD across Scotland. Here are the results for this inspection.

| | |
|--|---------------------|
| Improvements in performance | satisfactory |
| Impact on the local community | good |
| Delivering the learning offer with learners | good |
| Leadership and direction | 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 |

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