

REPORT TO: Scrutiny Committee – 25 June 2013

REPORT ON: Education Scotland Inspection of the Learning Community Surrounding Grove Academy

REPORT BY: Director, Leisure and Communities

REPORT NO: 277-2013

1.0 PURPOSE OF REPORT

1.1 The purpose of the report is to report the findings of the Education Scotland Inspection of the Learning Community surrounding Grove Academy.

2.0 RECOMMENDATIONS

It is recommended that the Scrutiny Committee:

- 2.1 Notes the contents of the report and in particular the Excellent grade achieved for Impact on Community.
- 2.2 Instructs the Head of Communities to monitor progress on the areas for improvement contained in the report

3.0 FINANCIAL IMPLICATIONS

3.1 None

4.0 BACKGROUND

4.1 The Learning Community surrounding Grove Academy which covers the Broughty Ferry area was inspected by Education Scotland week commencing 25 February 2013. They published the attached report (Appendix 1) on their findings on 29 February 2012.

4.2 Education Scotland identified the following strengths of the Learning Community:

- Early intervention and prevention programmes to address and meet the needs of local people;
- Strong focus on securing and promoting health and wellbeing including very effective peer learning programmes;
- A local community planning structure (LCP) which is supporting and responding to local needs and aspirations;
- Skilled and influential community members and organisations strengthening and empowering the community;
- Partnership working which is supporting integration of services and improving outcomes for local people; and
- A strong learning culture and commitment to improving services.

4.3 The following areas for improvement were agreed with the local authority and its partners.

- Improve the coordination and capturing of achievement across learning providers;
- Build on opportunities for young people to influence local and wider decision making; and
- Continue to improve data collection across providers particularly in relation to impact on the local community.

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

4.3.1 The following quality indicators from "How Good is our Community Learning and Development 2" were evaluated:

Improvements in performance	Very Good
Impact on participants	Very Good
Impact on the local community	Excellent
Improving Services	Very Good

4.4 The Community Learning and Development Service Improvement Plan has been updated to include a focus on the areas for improvement. These will be regularly reviewed, monitored and evaluated on an ongoing basis.

4.5 Education Scotland have indicated that CLD providers have a good understanding of their strengths and areas for improvement and that communities are achieving very well. As a result there will be no follow up by Education Scotland and the inspection process has ended at this stage.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.

6.0 CONSULTATION

6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted on this report.

7.0 BACKGROUND PAPERS

7.1 None

Stewart Murdoch
Director, Leisure & Communities

**Inspection of the learning community
surrounding Grove Academy
Dundee City
23 April 2013**

1. Context

Community learning and development (CLD) partners within the area of Grove Academy were inspected by Education Scotland during February 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:

- local learning partnerships; and,
- shaping services for older people.

The learning community covers the Broughty Ferry area, one of eight wards in the city of Dundee. The population of the area is around 19,000 with a high percentage of older people. The area is generally affluent with small pockets of deprivation. Local people have access to city wide provision and a wide range of learning activities in their local community. Community facilities are very well used and include Grove Academy and the local library as the main learning hubs. Local sports clubs and groups make very good use of the Dundee East sports hub and play a key role in the running and development of this. Following a recent feasibility study, the local community has high aspirations for a new facility near the castle which will support the further development of the area as an attraction for tourists. Broughty Ferry is a very vibrant community with skilled and influential local people and community organisations playing an important role in shaping, designing and delivering services. Local community planning priorities include: community safety; the environment; engaging young people; mental wellbeing and older people; community facilities; tourism and regeneration. These priorities are being addressed through a very effective local community planning structure.

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

Young people, adults and families living in the learning community participate in a range of high-quality learning activities that are improving their life chances. Partnership working with the school is well developed and leads to improved learning experiences for young people through increasing learning opportunities which are enhancing their broad general education and senior phase. There is a strong focus on health and wellbeing and partners, including the Corner, the local youth work team and Xplore work well together to deliver experiences and outcomes. This helps young people develop their confidence and ability to make positive choices in their lives. CLD partners work very effectively with school staff to intervene early and meet the needs of those young people experiencing difficulties. This helps to support them to re-engage in learning. Young people are positive about the wide range of opportunities available to them and are clear about the benefits of being involved in programmes including peer mentoring. They recognise growing

confidence and the development of important skills for life, learning and work and feel better prepared for their transition from school. There is a very high level of participation in the Duke of Edinburgh's Award and increasing numbers of young people are gaining their youth achievement and Saltire awards. This often leads to young people becoming volunteers in their community.

The Local Community Planning Partnership (LCPP) is having a positive impact in strengthening school and community links. Programmes engaging young people in peer learning in relation to community and personal safety are having a positive impact in raising young people's awareness of issues including internet safety. Local community organisations and businesses are increasing their contribution across curricular areas. This is enhancing the curriculum in areas such as business management. Adult learners are developing their literacy skills through city wide literacies and English for Speakers of Other Languages provision. Locally, adult learners have access to a wide variety of courses organised by Broughty Ferry Education and Recreation Association (BERA), a local community organisation. Adult learners are increasing their confidence, gaining a variety of qualifications and progressing to further learning opportunities and employment. A number of family learning programmes are having a very positive impact in engaging parents in their children's learning. This includes a dads and early years group which is securing wellbeing through outdoor activities and family learning activities provided by the local library.

CLD partners demonstrate a strong commitment to promoting citizenship through a wide range of engagement activities including regular consultations to identify local priorities. The LCPP has established a number of sub-groups to address these and keeps local people regularly and very well informed of progress. This includes partners working together to address the mental health and wellbeing of older people in the community and a focus on engaging young people in local decision making. The LCPP provides an important forum for local community organisations and has helped strengthen the capacity of the local community. Community members are confident, highly skilled and actively making a difference to improving their local community. The *Broughty Ferry Environmental* project, residents groups and the Traders Association, for example, have developed a strong partnership within the local community, giving them the ability to influence and shape local and wider decision making.

A challenge for partners is to capture and share information on the achievements of local people. This would help learner providers to build on the skills gained, offer clearer learning pathways and increase their awareness of learner journeys. The LCPP have an important role to play in further extending opportunities for young people to influence local and wider decision making.

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

CLD partners are working well together and continue to improve their performance in improving outcomes for local people and strengthening the community. The Community Learning and Development Management System has been developed

further to include the gathering of information relating to CLD strategic guidance priorities and includes information from key partners. Information is shared very effectively and informs continuous improvement. Arrangements for reporting improvements to elected members, learners and stakeholders are well developed. This includes the production of high-quality CLD annual reports. The LCPP provides a highly effective mechanism for the delivery of community planning priorities at local level supporting the implementation of the strategic guidance for community learning and development. Detailed profiles of the local community and information gathered from local community consultations help partners to identify local priorities. The LCPP is very effectively promoting better integration of services, joint planning and shared self-evaluation across partners.

Leadership is very strong at all levels and there is clear evidence of a shared vision developing through the local learning partnership approach and LCPP. There is a strong strategic commitment to local community planning with the Director of Housing chairing the local LCPP. This supports the local community to influence strategic decision making. Leaders are addressing important issues including the impact of welfare reform and have plans in place to raise the awareness of staff and volunteers to support local people. CLD partners demonstrate their commitment to developing the workforce through a strong learning culture. There are high levels of confidence, skills and knowledge among those delivering CLD priorities resulting in high quality services. Partners recognise the value of joint professional development and are planning to build on this.

Partners are committed to continuing to improve the quality of services through the local learning partnership development. This will further enhance partnership approaches to Getting it Right for Every Child, Curriculum for Excellence and Opportunities for All. Partners have recognised that they need to develop further their ability to capture their impact on the community. Partners have made a positive start to developing procedures for joint planning and shared self-evaluation and are in a very good position to continue to build on this through the LCPP.

This inspection of learning and development in the learning community surrounding Grove Academy found the following key strengths:

- early intervention and prevention programmes to address and meet the needs of local people;
- strong focus on securing and promoting health and wellbeing including very effective peer learning programmes;
- a local community planning structure (LCPP) which is supporting and responding to local needs and aspirations;
- skilled and influential community members and organisations strengthening and empowering the community;
- partnership working which is supporting integration of services and improving outcomes for local people; and
- a strong learning culture and commitment to improving services.

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

- improve the coordination and capturing of achievement across learning providers;
- build on opportunities for young people to influence local and wider decision making; and
- continue to improve data collection across providers particularly in relation to impact on the local community.

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 aspects 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.

Anne Gibson
HM Inspector
23 April 2013

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/GroveAcademyLC.asp>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or email: feedback@educationscotland.gsi.gov.uk.

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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?2). These were revised and updated in 2012. Updated versions can be found at http://www.educationscotland.gov.uk/Images/CLDbriefingnote191012_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 Grove Academy.

Improvements in performance	very good
Impact on participants	very good
Impact on the local community	excellent
Improving services	very 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.

Anne Gibson
HM Inspector
23 April 2013