

**REPORT TO:** Scrutiny Committee - 18 April 2012

**REPORT ON:** HMle Inspection of the Learning Community Surrounding Braeview Academy

**REPORT BY:** Director, Leisure and Communities

**REPORT NO:** 154-2012

## **1.0 PURPOSE OF REPORT**

1.1 The purpose of the report is to report the findings of the HMle Inspection of the Learning Community surrounding Braeview Academy.

## **2.0 RECOMMENDATIONS**

It is recommended that the Scrutiny Committee:

- 2.1 Notes the contents of the report.
- 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 Braeview Academy including the community areas of Dalclaverhouse, Fintry, Mill O' Mains and Whitfield, was inspected by Education Scotland week commencing 9 January 2012. They published the attached report on their findings on 29 February 2012.

4.2 HMle identified the following strengths of the Learning Community:

- Strong sense of civic pride across the learning community.
- Active and motivated community members of all ages who contribute positively to community life.
- Strong working relationships between community learning and development (CLD), partners and local school staff to support vulnerable young people and families.
- High quality programmes that engage learners and transform lives.
- High levels of resilience amongst learners.

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

- Continue to develop the opportunities for younger age groups in the Braeview area to participate in community planning and regeneration through Curriculum for Excellence.
- Review and develop Management Information Systems and the approaches to joint self-evaluation to support the work of CLD staff and partners in the Braeview learning community.
- Extend and develop the approaches to offer accreditation opportunities to adult learners.

## **4.4 Quality Indicators**

4.4.1 HMle reports use a six point scale for reporting performance as follows:

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

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

Improvements in Performance	Good
Impact on Young People	Very Good
Impact on Adults	Very Good
Impact on Capacity Building on Communities	Very Good
Improving Services	Good

4.5 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.

4.6 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 the HMIE 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. No major issues have been identified.

## 6.0 CONSULTATION

6.1 The Chief Executive, Depute Chief Executive (Support Services) and Director of Finance have been consulted on this report.

## 7.0 BACKGROUND PAPERS

7.1 None

**Stewart Murdoch**  
**Director, Leisure & Communities**

**9 April 2012**

**Education Scotland  
Foghlam Alba**

**Learning community inspection**



**A report by Education Scotland**

**Inspection of the learning community  
surrounding Braeview Academy  
Dundee City Council  
28 February 2012**

We inspect learning communities in order to let those who use services and the local community know whether learning communities provide appropriate learning opportunities and help learners in their development. We are also interested in how community and voluntary groups are helped to contribute to making communities better places to live and work. At the end of inspections, we agree ways in which staff and volunteers can improve the quality of learning for young people and adults and how the impact of community and voluntary groups can be further developed.

At the beginning of the inspection, we ask managers and staff about the strengths of the learning community, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we join other activities which young people, adults and community groups are involved in. We also gather the views of learners, active community members and staff. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of provision locally.

This report tells you what we found during the inspection and the quality of learning and development provided. We describe how well learners are doing and how good the learning community is at helping them to learn. We comment on how well staff, learners and groups work together and the difference they are making in the learning community. Finally, we focus on how well the learning community is led and how leaders help the learning community achieve its aims.

If you would like to learn more about our inspection of the learning community, please visit [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

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## **1. The learning community**

The Braeview learning community includes the community areas of Dalclaverhouse, Fintry, Mill O'Mains and Whitfield. The total population in 2010 was 15,600. The communities all have significant areas of deprivation and higher than average rates of unemployment. The area is undergoing regeneration at present.

## **2. Particular strengths of the learning community**

- Strong sense of civic pride across the learning community.
- Active and motivated community members of all ages who contribute positively to community life.
- Strong working relationships between community learning and development (CLD), partners and local school staff to support vulnerable young people and families.
- High quality programmes that engage learners and transform lives.
- High levels of resilience amongst learners.

## **3. How well do participants learn and achieve?**

Braeview learning community has an extensive range of very high quality learning opportunities in youth work, adult learning and in community based organisations. High numbers of learners of all ages participate actively across learning provision and in community organisations. Almost all young people are achieving positive destinations through entering further learning or gaining employment. An effective range of work with young people and adults helps them to develop a broad range of skills. However, the current management information system is insufficiently developed to allow effective, ongoing monitoring learners' progress at local levels. It is not presently compatible with other management information systems such as those used by the school. This makes it difficult to track learners' progression over time and to set realistic targets. This is potentially holding back developments which will improve performance. CLD staff regularly record performance information against targets and compare their performance against the strategic objectives of the Council. However, they do not yet compare their performance against other authorities. CLD staff and partners are beginning to work effectively with schools to implement Curriculum for Excellence particularly in health and wellbeing. There is room for further improvement in how partners in the Braeview learning community share information about prior learning with each other.

## **Young people**

Young people make effective use of a wide range of high quality youth work provision in the local area. They participate in a broad range of appropriate community learning activities. They can access a further range of quality provision in city centre locations. Young people gain a wide range of life and employability skills through effective, long term support from CLD and partners. Young learners progress at an appropriate pace and gain recognised achievement awards and successfully move into training and employment. Increasing numbers of young people now participate effectively in local decision making. Young people from some of the most disadvantaged backgrounds, or those who have not thrived in a formal education setting, are successfully included. They actively contribute to their communities in a variety of ways. For example, young people participate actively as volunteers, in peer learning activities and as mentors. Almost all young people can articulate their learning in terms of the Curriculum for Excellence capacities. CLD and partner staff are making effective progress in aligning their programmes to health and wellbeing experiences and outcomes.

## **Adults**

Adult learners in the local area achieve successfully in a variety of programmes. They effectively gain new skills, knowledge and obtain qualifications. Some learners gain qualifications and progress to higher education, others become community activists. Learners involved in the Health Issues in the Community course develop skills and confidence and are now effective contributors in their community. Literacy learners increase their confidence and apply their learning in a number of challenging contexts. The '*EH! Write*' group gain skills and knowledge in the technical aspects of story writing. Group members also achieve significant increases in self-confidence and self-esteem through their involvement in storytelling activities with a local primary school. Learners working with Library services develop a strong sense of personal achievement. Their local history project on The Longhaugh Race Course is now being published preserving local social history. Adult learners are well supported by guidance staff and there are positive and notable outcomes from the information, advice and advocacy services. The *Brush Up* programme provides effective support for learners moving into further education. Accreditation is a valued addition to their portfolio for employability purposes, however, access to accredited learning opportunities within the area is limited.

## **4. How well are communities developing and achieving?**

The Braeview area supports a large number of community groups. The overall quality of capacity building in the area is highly effective and offers local people a wide range of opportunities to learn skills and increase in confidence. Participants in these groups successfully address local health needs, issues of community safety, and the development of open spaces. Community members use their skills to engage purposefully in an effective and inclusive process of public consultation and negotiation with local authority and other services. Local people

in community groups develop skills to successfully access funding for neighbourhood based service provision. Community members work effectively to build capacity in volunteers and develop independence for their organisations through achieving charitable status. There are strong partnerships between community members and community-based staff under a clear strategic management structure. Community workers and their partners provide an extensive range of services to community groups. There is an increase in the participation of young people in Dundee wide youth representative bodies. In Braeview learning community, the predominance of older people on representative committees offers a challenge to recruit and retain younger community members. This would ensure the needs of young people in the area are equally reflected and addressed. The development of the use of new social media as a means of communication across the community would assist with reaching younger people. This would offer more opportunities for learning at individual and group levels.

#### **5. How effective are providers in improving the quality of services?**

CLD staff regularly consult with learners on the services they provide, using a range of methods to gather feedback from young people, adults and the wider community. CLD staff regularly produce high quality reports that identify learners progress with case studies. These are widely distributed across the city. Staff could make better use of the Internet and social media to report upon their work. Staff regularly and effectively review learners progress against outcomes. CLD staff undertake effective self-evaluation activities in their teams. CLD staff also regularly reflect upon their practice and identify improvements through training, staff development. Further work is required to develop joint approaches across the Braeview learning community to evaluate outcomes and impact. Opportunities are missed to link systematic approaches to self-evaluation with joint training and planning. There is a need to ensure that all partners accurately capture the impact of learning programmes on learners.

#### **6. Does the learning community have a clear sense of direction?**

All CLD staff and partners are effective in working with disadvantaged learners. CLD staff and partner agencies are very clear about their role in delivering the key priorities of Dundee Council. Staff are highly committed and are clear about how their individual contributions will improve the Braeview community. Partnership working is strong. CLD staff demonstrate high levels of effective leadership of learning across all their activities and this leads to positive outcomes for learners. Staff demonstrate their leadership in an increasing variety of settings, including schools, adult learning activities and neighbourhood regeneration activities. Further joint Continuous Professional Development across the Braeview Learning Community would further develop common approaches.



## 7. What happens next?

There are some improvements needed, but because CLD providers 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. Our District Inspector/CLD link inspector along with the local authority will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress.

We have agreed the following areas for improvement with the local authority and its partners.

- Continue to develop the opportunities for younger age groups in the Braeview area to participate in community planning and regeneration through Curriculum for Excellence.
- Review and develop Management Information Systems and the approaches to joint self-evaluation to support the work of CLD staff and partners in the Braeview learning community.
- Extend and develop the approaches to offer accreditation opportunities to adult learners.

Quality indicators help CLD providers 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 HMIE publication “*How good is our community learning and development? 2*”.

Education Scotland evaluates five important quality indicators to help monitor the quality of learning communities across Scotland. Here are the results for the learning community surrounding Braeview Academy.

<b>Improvements in performance</b>	good
<b>Impact on young people</b>	very good
<b>Impact on adults</b>	very good
<b>Impact of capacity building on communities</b>	very good
<b>Improving services</b>	good

**Managing Inspector:** Philip Denning  
28 February 2012

This report uses the following word scale to make clear judgements 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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