

**Inspection of the learning community  
surrounding Breadalbane Academy  
Perth and Kinross Council  
21 May 2013**

## 1. Context

Community learning and development (CLD) partners within the area of Breadalbane Community Campus were inspected by Education Scotland during March 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:

- strengthening partnership working; and
- developing locality planning.

This learning community is located in Highland Perthshire and covers a large area which includes the main towns of Aberfeldy, Pitlochry and Dunkeld. The population is just over 10,000 with a high percentage of older people. The main challenges for local people and CLD partners include rural isolation and access to services including transport and local employment opportunities.

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

Community learning and development (CLD) partners have an increasing focus on early intervention and prevention. This results in improved life chances for local young people, adults and families. Young people have access to a variety of learning opportunities leading to growing confidence and development of skills for life, learning and work. Partners are working well together to address anti-social behaviour in the community and have developed a successful bike project and drop-in to meet the needs of young people. The campus drop-in group for girls is helping to support young women to improve their health and wellbeing. Young people are becoming more active and making healthier life choices through their participation in outdoor learning and sports development activities. Young people's achievements are recognised through a wide variety of accreditation and awards. *Info-zone* is providing opportunities for young people to develop their leadership skills as they take forward their plans to establish a youth information point in the campus.

CLD partners are contributing to improving outcomes for younger children and their parents through highly effective family support and learning. There is a strong focus on English as a Second Language provision and improving literacy and numeracy. Eastern European families participating in the *Crossing Borders* programme are very positive about the progress they have made and the impact this is having on increasing their employability and social inclusion. The job club drop-in is a very effective partnership with Perth College supporting progression for local people into volunteering, further learning or work. In recognition of the social isolation that older people may face, CLD partners have recently set up the *Blethers in Ballinluig* group.

There are a few good examples where local people are playing an important role in addressing community issues and designing and shaping local services. The Birks Cinema development provides an excellent example of strong and influential community members regenerating their local community. An active community group is currently developing the Town Hall to become an important community asset. The *Tayside Waders* group are actively improving community resilience through the development of flood protection measures. Local people are taking responsibility for addressing local issues including access to broadband.

CLD partners, including the community campus leader, recognise the need to align partnership programmes to young people's broad general education and senior phase, enhancing their learning journey. Adult learners would benefit from further opportunities to accredit their learning through clearer progression routes. The role of local people, particularly young people, in influencing local and wider decision making could be further developed.

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

CLD partners demonstrate a growing commitment to inclusion and improving services for local people. As a result, a variety of very good quality programmes are in place that are improving life chances and securing wellbeing. There are good examples of partnerships having a positive impact on improving services. The Hipshire Community Network and the Highland Perthshire Community Partnership provide effective forums for sharing information and discussing local issues. The integrated team within the Campus is contributing well to Getting it Right for Every Child and supporting young people to achieve positive destinations after school.

Partners are beginning to look at how they can better assess the needs of the local community and work together to address these more effectively. CLD partners currently use a range of approaches to evaluate their work but these are inconsistent and not shared across partners. There are good examples of partners seeking the views of learners but they do not routinely report back to them on how this has led to improving services. CLD partners use a variety of systems for collecting data on their impact, but this is not shared or used effectively to improve their overall performance.

CLD partners demonstrate a strong commitment to improving services through training and support for staff and volunteers. They support their volunteers well and offer good progression routes into further training and employment. Joint training across partners is in the early stages and plans are in place for joint continuous professional development on Curriculum for Excellence and wider achievement.

Locality community planning connected to strategic and local priorities is yet to be developed. This results in a lack of clarity across CLD partners including local community organisations on their contribution to the council's single outcome agreement. A locality planning structure would support partners to plan together and agree clear targets, shared outcomes and improve their approaches to shared self-evaluation.

This inspection of learning and development in the learning community surrounding Breadalbane Community Campus found the following key strengths:

- the community campus, including the library, provides an important community asset;
- skilled and influential community members who are building their local community;
- high-quality learning and support programmes that are improving the life chances of young people, adults and families;
- CLD partners commitment to inclusion and tackling the issues that impact on the lives of local people; and
- highly motivated and enthusiastic staff and volunteers who are making a difference to improving the lives of local people.

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

- work with campus leader to align programmes more effectively to Curriculum for Excellence;
- strengthen the role of local people, particularly young people, in local and wider decision making;
- develop effective systems for capturing and making use of data on performance to improve services.
- agree shared outcomes based on detailed needs analysis of the local community;
- improve approaches to shared self-evaluation and reporting to stakeholders; and
- develop joint planning at local level to deliver strategic and local community planning priorities.

#### **4. What happens at the end of the inspection?**

There are some improvements needed, but because partners have a satisfactory 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 Area Lead Officer along with the education authority will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress.

Anne Gibson  
HM Inspector  
21 May 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/BreadalbaneAcademyLearningCommunity.asp>

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